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ABSTRACT

This workbook focuses on practical concerns that should engage the attention of boards of education and community groups in establishing new and more effective approaches to the selection of high quality supervisory staff for public schools. The report uses the position of principal to illustrate how a selection process might work. Most of the chapters deal with practical concerns in the areas of (1) job analysis, (2) recruitment, and (3) the selection process. Other chapters cover merit and fitness and the current legal framework. Each chapter is followed by an appendix that comprises references used in the text. At various places throughout the workbook, the authors have included discussions of ways in which parents and community representatives can participate constructively in the development and implementation of improved selection procedures. For a companion handbook see ED 046 117. (JF)

PUBLIC EDUCATION ASSOCIATION

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WORKBOOK ON PROCEDURES FOR SELECTING SUPERVISORS

AA 004 540

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DECEMBER 1971

PEA PUBLIC EDUCATION ASSOCIATION report
20 WEST 40 STREET NEW YORK, N.Y. 10018 212-524-3575

Education Information Service II-7 May, 1972

BETTER PRINCIPALS -- BETTER SCHOOLS
Volunteers Join in the Cause

The most important single factor in the quality of a school is the quality of the principal. But just saying it isn't enough. So for the past year, the Public Education Association has been in the thick of the campaign for better educational leadership in the city's public schools. Now, volunteers are enlisting in the newest phase of this continuing effort.

Workbook and Field Activity

The first phase of the Personnel Project, publication of the "Workbook on Procedures for Selecting Supervisors" (see PEA-EIS II-5 SPECIAL, March, 1972), was based on long research and months of consultation with community school board representatives, teachers, administrators, and parent and community groups throughout the city. (An earlier handbook, "Choosing a Superintendent," was published in 1970.) Research for the workbook continues, and additional sections will be published on performance objectives, appointment, and evaluation. (Evaluation of the appointee on the job is especially important as a follow-up to the selection process. In fact, under existing policies, it is required for all supervisors within six months of assignment and annually thereafter.)

The workbook is the only written guide now available that treats comprehensively the subject of supervisor selection for New York City schools. It has been distributed, free of charge, to the Board of Education and headquarters staff people; to every community school board member and community superintendent: to the parent organization president, principal, and teacher reference library in every school (also to student leaders and student coordinators in the high schools); to city officials, legislators, civic agencies, and community groups.

Since the March mailing, PEA has received and filled requests for about 1,500 additional workbooks from selection committees, students, teachers, parents, and a host of other interested groups and individuals. More than 7,500 copies

are now in circulation. The workbook has also been adopted as course material in the graduate programs in several of the largest of New York's colleges of education.

The Personnel Project staff has been active in helping many groups involved in the selection process:

- Conducted workshops for community school board members.
- Worked closely, often over extended periods of time, with screening committees (sometimes called personnel committees or consultative committees) of parent organizations participating in the process of choosing principals for their schools.
- Assisted a Presidents Council in their deliberations on the selection of a community superintendent.
- Conducted a seminar in the graduate program for school administrators at Brooklyn College and lectured on the subject at City College.
- Participated in numerous conferences on supervisor selection held in colleges around the City.

The Districts

The selection process varies dramatically from district to district in recruitment, parent participation, job analysis, development of criteria, and procedural matters. Some districts, seem to have no written procedures at all; others have elaborate and detailed manuals. Some districts have virtually turned over the selection process to parent selection committees (at least one of which has proceeded to interview over sixty applicants for the job of principal in its school); other districts refuse to allow elected parent representatives to ask even a single question at board-controlled interviews of candidates.

Some districts have advertised widely for applicants in an effort to search out fresh minds and fresh energies. At least two districts may still be using the enjoined lists of the Board of Examiners, in violation of the federal court's orders and at least one district restricted its choices for vacant principalships to the most senior transfer applicants from within the system, convinced by their community superintendent that this practice was required by the CSA contract.

(The CSA contract, of course, requires no such restrictive practice but merely stipulates that the nine most senior transfer applicants must be interviewed. The UFT, it should be noted, is demanding an even more restrictive seniority privilege--possibly unconsitutional--in the upcoming contract negotiations.)

The community school boards, then, responded quite unevenly to the new legal requirements for fair, rational, and equitable procedures that will meet the constitutional mandate of selection based on "merit and fitness" to replace the traditional--and under the Mansfield injunction at least temporarily illegal--Board of Examiners procedures. Some boards have exhibited an inability or an outright reluctance to grasp the full dimensions of their new responsibilities. For example, most have remained, it would appear, almost wilfully ignorant of executive hiring practices that are widely used in business and industry and that would enable the boards and selection committees to screen large numbers of candidates to discover new leadership talent for their schools.

The High Schools

Livingston Street itself has hardly created any ideal models for the community districts in guiding and supervising the procedures for selecting principals in the centrally administered high schools (see II-5, "Your School Could Be Next," pp. 2-4). Whether the number of applications was 130 or 300 for each regular day high school principal vacancy, preliminary screening through some undefined process reduced the number interviewed to 9, 10, or 11. Criteria for the screening selection are rarely made available, and are not necessarily controlling in the final selection. Complaints have also been made to the project staff that the selection process in particular high schools was a meaningless exercise whose outcome was predetermined or manipulated.

Like the community districts, the high school selection process requires more specific and enforceable guidelines and written procedures and a positive commitment from both boards and bureaucracy to abandon the old and discredited selection methods and to embrace wholeheartedly the opportunity for developing improved procedures.

Volunteer Help

The PEA Personnel Project, in its continuing effort, is entering a new phase of activities, and hopes to enlist the help of volunteers in reinforcing community board and parent efforts to break fresh ground in the selection process (see box on this page). The Association's High School Field Teams, under the leadership of Mrs. Francis B. Roth, will form the nucleus of the volunteer group, which, it is hoped, will eventually cover all five boroughs.

EDUCATIONAL LEADERSHIP

Volunteers Sought

PEA's Personnel Project seeks improvement in the selection of New York City's educational leadership. In a move to develop additional local resources and strengthen lines of communication, the project is forming a VOLUNTEER task force to work with school boards, district staff, and parent and community organizations. Task force members, who will be briefed by the project staff, will work principally in their own localities.

As the volunteer groups form, a series of working sessions will be held--open to anyone who is interested in sharing ideas and experiences in the selection of effective school leaders.

If you would like to participate, whether you are a member of PEA or not, please call the Personnel Project at 524 3575.

Forward

The Public Education Association is a non-profit private organization committed to continual review and improvement of public education in the City of New York. The Workbook on Procedures for Selecting Supervisors focuses on practical concerns that should engage the attention of public officials and private citizens in establishing new and more effective approaches to the selection of high quality supervisory staff for public schools in a major urban center like New York.

The Workbook was developed by a task force of professional PEA staff officers. The principal contributors both for writing and editing the Workbook were David Seeley, Executive Director of the Public Education Association; John O. Hopkins, Director, PEA Educational Leadership Program; John Davis, PEA Staff Consultant; Ms. Nancy Ticktin, PEA Assistant Director; and Ms. Corinne Willing, Director, PEA Public Information Service. Many others contributed in a variety of ways to the discussion and work that resulted in the Workbook. Unfortunately, it is impractical to mention by name all those who made important contributions to the development of the Workbook.

In its present form the Workbook does not contain sections dealing with the important problems of alternative procedures for appointing supervisors and procedures for on-the-job evaluation. During the 1972-1973 school year, the PEA intends to complete these additional sections and make them

available to the public. But even without the additional sections we believe that the Workbook is a highly useful tool for officials and laymen concerned about improving the quality of leadership in the local schools of larger urban communities.

John O. Hopkins
Director
PEA Educational Leadership
Program

JOH:fm

August 23, 1972

7

WORKBOOK ON PROCEDURES FOR THE SELECTION OF SCHOOL PRINCIPALS AND OTHER SUPERVISORY STAFF

INTRODUCTION

A school board's single most important responsibility is the effective staffing of the schools in its jurisdiction. The goal of this workbook is to help New York City's community school boards meet that responsibility, particularly with regard to supervisory staff. The workbook is also designed to be helpful for parents and community groups seeking to assist community boards to meet the challenge of identifying, recruiting, and appointing supervisors of the highest caliber.

The workbook is experimental. It holds no pretense to final answers or foolproof procedures. It sets forth ideas and materials that we feel will be useful for community school boards, superintendents, parents, and community representatives who are trying to improve the selection of supervisory personnel for their schools. As the materials are used we fully expect that improvements can and will be made and supplementary materials added.

We urge all who use this workbook to place it in a looseleaf binder and to add their own materials and the

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lessons of their own experience. We hope, through workshops and informal discussions, that these experiences may be exchanged with others using the materials. Much of what is already in the workbook was learned from discussions with community school board members and officials, parents, and community people.

The Role of Parents and Community

Many school districts across the country operate successfully with relatively little parental involvement. There are compelling reasons why New York City cannot. A good deal of the tensions, frustrations, and alienation felt about our public schools is born of the noninvolvement of parents and community groups in any role other than as protesters. At various places throughout the workbook we have included discussions of ways in which parents and community representatives can participate constructively in the development and implementation of improved selection procedures.

Structure of the Workbook

Most of the chapters of the workbook deal with practical "how-to" concerns in the areas of JOB ANALYSIS (Chapter III), RECRUITMENT (Chapter IV), and THE SELECTION PROCESS (Chapter VI). Chapter II deals with the current legal framework, and Chapter V discusses the all-important issue of MERIT AND FITNESS. Chapter I discusses "A NEW KIND OF PRINCIPAL," setting forth PEA's own conviction that any

significant improvement in education requires a new look at supervisory jobs and the qualifications needed to fill them. Each chapter is followed by appendices that are referred to in the text.

The critical role of a principal in the success of a school led us to use that position to illustrate how a selection process might work. These procedures, however, are applicable for the selection of any supervisory personnel in a community school district.

TABLE OF CONTENTS

INTRODUCTION

I. "A NEW KIND OF PRINCIPAL" I-1

II. THE STATE OF THE LAW

- Present Interim Procedures II-1
- What of the Former Procedures? II-2
- What to Do in the Meantime II-4
- The Six-month Rule II-4
- Auxiliary Principals II-5
- Tenure II-6
- Transfers--The CSA Contract II-6

Appendices:

A. Mansfield Injunction and Conclusions
B. Board's Interim Procedures
C. New York State Certification Requirements
D. Former New York City Requirements for Taking Principal's Examination
E. Board of Education Circulars 69 and 96

III. JOB ANALYSIS

- Why Job Analysis Is Essential III-1
- Areas to Be Covered by a Job Analysis III-2
- Job Qualifications III-4
- Illustration of Qualifications III-8
- Participants in Job Analysis III-12
- Do's and Don't's of Job Analysis III-14

Appendices:

A. Duties Elementary School Principal
B. Experimental Weighting Chart
C. Sampling of Legal Precedents for Staff Integration

IV. RECRUITMENT

- Why Recruiting Is Especially Important Now IV-1
- Who Does Recruiting? IV-2
- How to Recruit IV-3

Appendices:

A. College Placement Offices and Special Training Programs
B. Sample Employment Application

V. SELECTION: "MERIT AND FITNESS"

- Job Relatedness V-1
- Objectivity V-2
- Subjectivity vs. Legitimate Community Board Policy V-4
- Examinations V-5
- Importance of Merit Selections V-7

VI. THE SELECTION PROCESS

- Applications VI-2
- Review of Applications and Resumes VI-3
- Checking the Candidates VI-4
- Interviewing VI-6
- Group Interview VI-7
- Observation Visit VI-8
- Final Steps VI-8
- Community Involvement VI-10
- Weighting Chart VI-11
- A Fictitious Case History VI-12

Appendices:

A. Group Interviews
B. "Parent Associations and the Schools"
C. Sample Community School Board Personnel Policies

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I. "A NEW KIND OF PRINCIPAL"

> School systems, like other organizations, often impose dysfunctional priorities. School personnel, particularly those singled out for promotion, learn those priorities and think of them when they make decisions. For example, organizations want to preserve themselves; they try to defend themselves from criticism; they are loath to admit failure or mistakes; they expect loyalty and obedience from their staff; and they tend to shut themselves off from outsiders, including their clients or customers. They infer that whatever they are doing is right, that only loyal members of the organization can do what has to be done, and that criticism is launched by "enemies." Ways of doing things gain validity with longevity; the length of their utilization is cited as proof of their effectiveness . . . .
>
> New staff members are trained to think in terms of this folklore, and they are selected on the basis of expected adherence to it. Newcomers enter as novices and are taught by tribal elders "how it is done around here" and "this is what works," as well as "this doesn't work," "hasn't worked," or "won't work." By the time they are eligible for promotion or tenure, they have incorporated the priorities and taboos into most of their thinking. These organizational beliefs restrict our ability to see a new situation; they may even blind us to the existence of a threat to our organization, and they prevent us from evolving innovation or even adequate options. The traditional principal thus exercises a trained incapacity, that narrow vision and restricted range of action to which we refer when we call a person a bureaucrat. It strengthens an organization when things are going well; it is terribly weakening when change is necessary. [emphasis added]

The statement you have just read is a quotation from an article in The National Elementary Principal (February, 1971). Entitled "A New Kind of principal," the article attempts neither

to assign blame nor to point an accusing finger. Rather it is an effort to call our attention to the critically important role a principal plays in the success of a school and how abortive that role can become in the bureaucracy of a school system.

While most people pay lip service to the idea that the role of principal is vital to the success of a school board's program, more often than not their behavior belies any real awareness of the "make or break" power of the principal. Professor Seymour Sarason of the Yale Psycho-Educational Clinic and author of The Culture of the School and the Problem of Change (Allyn and Bacon, 1971) states in part:

> There is no doubt that those who want to change the school system hope that by changing structures and forces of power they will better the system. "The system is faulty and must be changed" -- this is the most frequent comment one hears, and I, for one, cannot disagree. However, what is missing in these proposals for change (and missing in those instances I have observed where some of these proposals have been put into effect) is any recognition that the principal is the crucial implementor of change. That is to say, any proposal for change that intends to alter the quality of life in the school depends primarily on the principal. One can realign forces of power, change administrative structures, and increase budgets for materials and new personnel, but the intended effects of all these changes will be drastically diluted by principals whose past experiences and training, interacting with certain personality factors, ill prepare them for the role of educational and intellectual leader. In fact, and this point has tended to be overlooked, many of the intended outcomes of the proposed changes could have been achieved by the principal before these proposals ever were made or became matters of official policy.

If there is truth in what Professor Sarason says, clearly we must begin to seek out a new breed of principal. This new

supervisor need not be superhuman, but he must be able to win the confidence of the school community and raise the expectations of parents, students, and teachers. Some of the qualities needed are described in "A New Kind of Principal":

> The new principal stresses responsibility and accountability. He wants to be held accountable for his individual actions, and he wants the school to be accountable . . . . For many of the new principals, these priorities are expressed in a greater emphasis on goals (what change is to come about in the student) than on methods (curriculum, guides, formal programs, materials, and so forth).

Community school boards in New York City, like school boards everywhere, need supervisors who have a clear commitment to the educational purpose of the school and the educational welfare of its students -- supervisors who <u>care</u>.

To be professionally qualified today, a school supervisor must be more than a licensed product of a school of education, even when his credentials are fortified by subsequent years of administrative experience. Particularly in a period of educational change, he must be an active, assertive leader who can weld together a strong, coordinated working force of professionals and paraprofessionals, students, parents, and interested citizens. Today's supervisor must have the capacity to understand community concerns and translate them effectively into the daily operation of the school.

The task of finding the best qualified person for each vacancy is demanding. This workbook is designed to assist the community school districts in the painstaking development of

procedures and techniques for analyzing supervisory jobs and recruiting, selecting, and evaluating the new kind of supervisor demanded by today's schools.

II. THE STATE OF THE LAW

Present Interim Procedures

How free are community boards to select candidates they feel can best do the job? At the moment quite free, so long as the appointments are made on the basis of merit. As a result of the suit brought by the NAACP Legal Defense Fund, the federal court has enjoined the operation of the former licensing and appointment procedures (Appendix IIA) and ordered the Board of Education

> to make all vacant supervisory positions in the New York City School System available on an acting basis to candidates who satisfy the educational and experience qualifications established by state law and by the Chancellor and the Board of Education of the City of New York, including such eligibility requirements as the latter may hereafter establish on an interim basis for selection and appointment of acting supervisory personnel, without regard to whether such persons presently hold supervisory licenses, or regular appointments or assignments

Community school districts are currently operating under interim procedures adopted by the Board of Education (Appendix IIB). These procedures permit community school boards to select candidates so long as they either

1. have appropriate state certification (Appendix IIC) or
2. meet the requirements to take the examination for the position under the former New York City procedures (Appendix IID).

The interim procedures, however, place a great responsibility on each board to develop procedures of its own to insure that selections are made on the basis of "merit and fitness," and not on the basis of favoritism or political influence.

Judge Walter R. Mansfield's conclusions in the NAACP Legal Defense Fund case (Appendix IIA) also make it clear that any system devised and used by a community board to select candidates must be "job related"; i.e., any tests or examinations of the record or qualifications of candidates must reasonably predict the probable effectiveness of the candidate on the job.

What of the Former Procedures?

Prior to the 1969 Decentralization Law all supervisory appointments were made by the central Board of Education from "ranked" lists prepared by the Board of Examiners. All candidates first had to meet the Board of Education's requirements for taking an examination; then after taking the examination they were ranked in order of their scores. Each vacancy had to be filled from among the top three candidates on the ranked list.

The 1969 Decentralization Law made two important changes:

1. It shifted the authority for appointing supervisory personnel to the community school boards and
2. changed all existing and future supervisory lists from "ranked" to "qualifying" lists; i.e., all persons named on the lists were considered "qualified" for appropriate available positions, and community boards could appoint the person they found best suited for the job from anywhere on the lists, regardless of an individual candidate's ranking.

The system of examinations remained intact, however, and a candidate could still be placed on a qualifying list only if he first met the Board of Education requirements for taking the examination and then took and passed the appropriate examination administered by the Board of Examiners.

It is these procedures which were protested in the suit brought by the NAACP Legal Defense Fund on the ground that they are racially discriminatory. They had in any case been criticized for many years by educators and study groups as educationally unsound and unsuited for recruiting the most effective school administrators. Judge Mansfield did not rule on the educational merits of the examination system.

He did, however, find sufficient evidence of discrimination on the basis of race to cause him to enjoin the operation of the present system pending a full trial of issues. No final settlement of questions raised can come until either the trial is held, which could be very lengthy, or unless the present system is changed by legislative action.

What to Do in the Meantime

No one at this time can be sure what procedures will be required once the present legal uncertainties are out of the way. Meanwhile, the interim procedures offer the only method of appointment available, and principals and other supervisors should be selected carefully to insure fairness and competence, and those selected should be authorized to exercise the full range of the position's responsibilities so that schools can continue to function.

The Six-month Rule

Section 2573 of the State Education Law provides that normally all vacancies must be filled within six months by appointment from an appropriate list:

> Appointments shall be made from appropriate eligible lists to fill all existing vacancies not later than six months from the date of the existence of such vacancy, except that the Board of Education may defer such appointments until the opening of school following the expiration of such six month period.

This means that acting appointments supposedly can last for only six months. However, since the Mansfield ruling prevents the use of any existing lists, the

20

six-month rule is currently inapplicable for all supervisory appointments. There have been in the past many exceptions to the six-month rule, particularly in cases where there was no list.

Auxiliary Principals

The 1969 Decentralization Law, in addition to changing all ranked lists for supervisors into qualifying lists, also, by a special provision, mandated that "all persons on an existing competitive eligible list for elementary school principal shall be appointed to such position prior to April first, nineteen hundred seventy" (Sec. 2590-j 4 (e)). This in effect "exhausted" the elementary school principal's list so that all new appointments had to be made on an acting basis until a new list could be promulgated. It also gave all those on the old list the rank and pay of principals, whether or not they were appointed to serve as principal of a school. Under Board of Education Special Circulars 69 and 96, 1969-1970 (Appendix IIE), such appointees were designated "auxiliary principals." They are of course eligible to be appointed to fill a vacancy, but a community school board is not required to do so. At present the additional money needed to pay the extra salary for an auxiliary principal not appointed to a school must come out of the budget of the district to which the auxiliary principal is assigned.

An examination for elementary school principals was held on November 3, 1970, but the issuance of a new list on the basis of this examination has been enjoined under Judge Mansfield's order.

Tenure

Through amendment of § 2573 of the Education Law at the 1971 session of the state legislature, tenure for supervisors was abolished. Those who already have tenure will keep it, but newly appointed supervisors will not receive tenure as supervisors. If they have tenure as teachers, they will retain this and have a right to resume status as a teacher if they do not remain in the supervisory position.

One reason behind the abolition of tenure for supervisors is that supervisors, as part of the management team of a school district, should be more directly accountable to the community superintendent and community board. This does not mean, however, that they should be removed or transferred capriciously. An educational leader cannot perform his job effectively if he must constantly look over his shoulder to avoid displeasing someone. A school board must stand behind its school officials if it wants vigorous leadership and high-quality schooling.

Transfers--the CSA Contract

One source of candidates to fill supervisory vacancies is the experienced supervisors already holding the same position in other schools or other districts. Usually this is done by mutual agreement of the newly employing district and the incumbent candidate. A community school board has the authority to transfer an incumbent without his consent within the district only in certain circumstances spelled out in Section 2590-1 8 of the Decentralization Law.

22

The contract of the Council of Supervisors and Administrators (CSA) provides that principals wishing to transfer to fill a vacancy have a right to be interviewed (the community school board must interview and consider the nine transfer applicants with the highest seniority), but the community school board need not select from among transfer applicants if it feels that another candidate is better qualified for the job.

Below the rank of principal, the picture is somewhat different. According to Section 8 of the CSA contract, if five transfer applicants seek a vacant position as an "intermediate supervisor," the community school board must not only interview and consider them but must appoint from among them. If fewer than five apply the community school board is not bound to select from among them. In most cases this section of the CSA contract has not proved to be a problem for community boards, since for many vacancies five transfer applicants are the exception rather than the rule.

There is also a question as to whether Section 8 is enforceable, since it might conflict with the overriding requirement for selection on the basis of merit -- other applicants might be better qualified than the transfer applicants. Moreover, the Decentralization Law explicitly gives the community school boards the authority to select supervisors.

23

Appendix 11A

PRELIMINARY INJUNCTION
Filed September 20, 1971

UNITED STATES DISTRICT COURT

SOUTHERN DISTRICT OF NEW YORK

BOSTON M. CHANCE and LOUIS C. MERCADO, etc.	
Plaintiffs,	
-against-	70 Civ. 4141
THE BOARD OF EXAMINERS AND THE BOARD OF EDUCATION OF THE CITY OF NEW YORK, etc.	
Defendants.	

Plaintiffs having moved for a preliminary injunction, and the court having considered the complaint, as amended, the affidavits, exhibits and briefs submitted in support of said motion and in opposition thereto, and all other papers heretofore filed, together with certain statistical evidence compiled pursuant to court order, and having heard oral arguments and received evidence in open court, and having made its findings of fact and conclusions of law in its opinion filed July 14, 1971, it is

ORDERED, that defendants, their agents, servants, employees and attorneys and all persons in active concert and participation with them be and they hereby are, pending the determination of this action:

(1) restrained from conducting further examinations for supervisory positions in the New York City School System and from processing, grading or in any way continuing to administer any part of any supervisory examination procedure in the New York City School System;

24

(2) restrained from promulgating eligible lists or issuing licenses on the basis of examinations for supervisory positions in the New York City School System which have been, or are now in the process of being, administered;

(3) restrained from making, authorizing or allowing regular or permanent appointments or assignments on the basis of any lists previously promulgated pursuant to examinations for supervisory positions in the New York City School System;

(4) ordered to make all vacant supervisory positions in the New York City School System available on an acting basis to candidates who satisfy the educational and experience qualifications established by state law and by the Chancellor and the Board of Education of the City of New York, including such eligibility requirements as the latter may hereafter establish on an interim basis for selection and appointment of acting supervisory personnel, without regard to whether such persons presently hold supervisory licenses, or regular appointments or assignments;

and it is

FURTHER ORDERED, that any party may, upon at least one (1) week's written notice to counsel for all other parties, apply for modification of this order to permit further examinations for supervisory positions, and the promulgation of lists, issuance of licenses, and making of appointments based thereon, provided all essential relevant data with respect thereto have first been made available to all other parties and an opportunity afforded to such other parties to review such data and to confer with the applicant with a view to resolving any differences that may arise and reaching agreement upon new examination procedures that are to be the subject of such application.

Dated: September 17, 1971.

S/ Walter R. Mansfield

U.S.C.J.

UNITED STATES DISTRICT COURT
SOUTHERN DISTRICT OF NEW YORK

Boston H. Chance and Louis C. Mercado, individually and on behalf of all others similarly situated, Plaintiffs, -against- The Board of Examiners and the Board of Education of the City of New York, et al., Defendants.	70 Civ. 4141

Extract from Judge Walter R. Mansfield's
Opinion rendered on July 14, 1971.

CONCLUSION

The evidence reveals that the examinations prepared and administered by the Board of Examiners for the licensing of supervisory personnel, such as Principals and Assistant Principals, have the de facto effect of discriminating significantly and substantially against Black and Puerto Rican applicants.

Despite the fact that candidates for such positions are licensed teachers who have satisfied prerequisites as to education and experience established by the Board of Education for supervisory positions and have already been certified by the State of New York for the positions sought, a survey of the results of examinations taken by 5,910 applicants (of whom 818 were Black or Puerto Rican) reveals that white candidates have received passing grades at almost 1 1/2 times the rate of Black and Puerto Rican candidates and that on one important examination given in 1968 for the position of Assistant Principal, Junior High School, white candidates passed at almost double the rate of Black and Puerto Rican candidates. (See pp. 12-13, supra). The discriminatory effect in the latter case is aggravated by the fact that the Assistant Principalship has traditionally been an essential prerequisite to the more important supervisory position of Principal. (See pp. 13-14, supra).

The existence of such de facto racial discrimination is further confirmed by the fact that only 1.4% of the Principals, and 7.2% of the Assistant Principals in New York City schools are Black or Puerto Rican, percentages which are far below those for the same positions in the four other largest city school systems in the United States. (See pp. 19-20, supra). For example, the percentage of Black and Puerto Rican Principals in each of the cities of Detroit and Philadelphia is 16.7%, or 12 times as high as that in New York.

Such a discriminatory impact is constitutionally suspect and places the burden on the Board to show that the examinations can be justified as necessary to obtain Principals, Assistant Principals and supervisors possessing the skills and qualifications required for successful performance of the duties of these positions. The Board has failed to meet this burden. Although it has taken some steps towards securing content and predictive validity for the examinations and has been improving the examinations during the last two years, the Board has not in practice achieved the goals of constructing examination procedures that are truly job-related. Many objectionable features remain, with the result that some 37 minority Acting Principals and 131 minority Acting Assistant Principals, who are considered fully qualified and are desired for permanent appointment by the community school boards, are rendered ineligible for such permanent appointment. A study of the written examinations reveals that major portions of them call simply for regurgitation of memorized material. Furthermore, the oral examination procedure leaves open the question of whether white candidates are not being favored--albeit unconsciously--by committees of examination assistants who have been entirely or predominantly white.

There appears to be a strong likelihood that plaintiffs will prevail on the merits at trial. It further appears that plaintiffs would suffer greater harm from denial of preliminary injunctive relief than defendants would suffer from the granting of relief. Denial of relief would perpetuate existing racial discrimination, depriving plaintiffs and others similarly situated of an equal opportunity for permanent appointment and licensing as supervisors. During the long period before the case would finally be adjudicated on the merits, permanent appointments would be made from lists promulgated by the Board, which would have the effect of threatening the continued employment of those holding acting appointments, since New York law requires vacancies to be filled from the eligibility lists if such lists exist. N.Y. Educ. Law §2573(2); Board of Education By-Laws §101(3).

Granting of preliminary relief, it is true, will temporarily prevent the appointment from eligible lists of those who have, after the arduous process of taking the existing type of examinations, successfully passed and been placed on the eligible list. However, they will not be denied an equal opportunity in the future to qualify under such examination procedures as are found to be constitutionally permissible and, pending trial of the case, they would be eligible for appointment as Acting Principals or Acting Assistant Principals. Thus the balance of hardships tips decidedly in favor of plaintiffs, and, pending final determination of the merits, the effect of preliminary relief would be to preserve the status quo until the issues are resolved. Checker Motors Copr. v. Chrysler Corp., 405 F.2d 319, 323 (2d Cir. 1969).

Having in mind that the existing examination system is not believed by the Chancellor of the New York City District to be a workable one, we do not envisage any great harm to the public as a result of preliminary relief. On the contrary, such relief may possibly lead the Board of Examiners, after taking another hard look at its examination procedures, to consider an overhaul that will not only eliminate racial discrimination, but lead to procedures that will be more adaptable to the Community School Board type of administration.

Lastly we cannot overlook the fact that various persons having the duty of selecting supervisory personnel, such as members of community school boards, have stated in affidavits filed with the court that they have often found that holders of licenses from the Board of Examiners do not possess the ability to perform the duties of a supervisory position for which a candidate is sought, with the result that in order to select qualified personnel it has been necessary to appoint unlicensed candidates on an acting basis. (See Affs. of Dr. Edwin J. Haas, Edythe J. Gaines, and Peter J. Strauss).

For the foregoing reasons a preliminary injunction will issue restraining defendants from (1) conducting further examinations of the type found to be unconstitutionally discriminatory against Blacks and Puerto Ricans, and from (2) promulgating eligible lists on the basis of such examination procedures.

The foregoing shall constitute our findings of fact and conclusions of law as required by Rule 52(a), F.R.C.P.

We take this opportunity to express appreciation to the parties for their thorough papers, and to the amici for their briefs, which were of assistance in resolving the difficult and complex issues.

Settle order on notice.

s/ Walter R. Mansfield
U.S.C.J.

Dated: July 14, 1971.

BOARD'S INTERIM PROCEDURES

Adopted October 6, 1971

ASSIGNMENT OF ACTING SUPERVISORY PERSONNEL

The Chancellor presents the following resolutions for adoption:

WHEREAS, A preliminary injunction issued by the United States District Court for the Southern District of New York prohibits the promulgation of eligibility lists for supervisory positions in the public schools of New York City, and further prohibits the use of existing supervisory lists by the Chancellor and the Community School Boards in the filling of supervisory vacancies; and

WHEREAS, There is a need for a system which will permit assignment to supervisory vacancies on an active basis as they occur; and

WHEREAS, It is the policy of the Board of Education that acting assignments throughout the city school system be made in consonance with the principle of merit and fitness; and

WHEREAS, The Education Law authorizes the Chancellor to establish minimum education and experience requirements for supervisory positions established by the Board of Education; now therefore be it

RESOLVED, That the Chancellor shall establish an interim system for the assignment of acting supervisory personnel, such system to include the following:

1. Provision that candidates shall be eligible for assignment if they meet eligibility requirements for the most recent appropriate supervisory examination, or if they possess appropriate state certification.

2. Provision for written procedures governing the selection and assignment of acting supervisory personnel.

3. Provision for public notice of supervisory vacancies.

4. Provision for the involvement of Parent Associations in the selection process as required by Board of Education policy.

5. Provision for the description by the appropriate assigning authority of clear performance objectives for the position to be filled.

6. Provision for development by the appropriate assigning authority of performance criteria to be used for the evaluation of personnel.

7. Provision for periodic evaluation of the on-the-job performance of acting supervisory personnel; and

WHEREAS, Such an interim system will require monitoring to ensure that acting supervisory assignments are made in consonance with the principle of merit and fitness; therefore, be it further

RESOLVED, That the Chancellor shall establish a Chancellor's Advisory Council on the Selection of Acting Supervisory Personnel to consist of not more than nine members, each member to be appointed by the Chancellor and to serve at his pleasure and without pay, for the purpose of:

1. Assisting the Chancellor in accordance with established criteria by ensuring that acting assignments of supervisors throughout the city school system adhere to established requirements.

2. Advising Community School Boards in developing selection, assignment and evaluation procedures, and

3. Making such recommendations to the Chancellor as may be appropriate, and be it further

RESOLVED, That the Chancellor may assign to said Advisory Council such facilities and staff as he deems necessary to perform its functions, and be it further

RESOLVED, That any inconsistent provisions of the By-laws or prior resolutions of the Board of Education be and they are hereby suspended for the purposes of these resolutions.

EXPLANATION

A preliminary injunction issued by Judge Mansfield of the U.S. District Court prohibits the Board of Examiners from promulgating eligibility lists for supervisory positions, and further prohibits the Chancellor and the Community School Boards from using such eligibility lists in the filling of supervisory vacancies (CHANCE and MERCADO v. BOARD OF EXAMINERS et al). This resolution establishes a system for assignment to acting supervisory vacancies, and authorizes creation of a Chancellor's Advisory Council to assist the Chancellor in monitoring the system.

The members of the Chancellor's Advisory Council will be appointed by the Chancellor shortly after adoption of this resolution.

The resolution adopted by the Board of Education on August 4, 1971 provides for the payment of higher-level salaries to certain acting supervisory personnel remains in full force and effect.

Appendix IIC

THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
DIVISION OF TEACHER EDUCATION AND CERTIFICATION
Albany, New York 12210

80.4 CERTIFICATES VALID FOR ADMINISTRATIVE AND SUPERVISORY SERVICE (SCHOOL DISTRICT ADMINISTRATOR, AND SCHOOL ADMINISTRATOR AND SUPERVISOR)

A candidate may obtain a permanent certificate for administrative and supervisory service upon completion of a program registered or approved by the Department for the preparation of the school district administrator or the school administrator and supervisor. In the alternative a permanent certificate may be obtained upon evidence that the requirements noted below have been met:

(a) School district administrator (superintendent of schools, district superintendent, district principal, supervising principal, deputy superintendent, associate superintendent, assistant superintendent, member of a board of examiners and any other person having responsibilities involving general district-wide administration shall hold this certificate).

(1) Preparation: The candidate shall hold a baccalaureate degree, based upon a four-year program of collegiate preparation, from a regionally accredited higher institution or from an institution approved or registered by the Department and shall have completed in addition 60 semester hours of graduate study and an approved administrative/supervisory internship under the supervision of a practicing school administrator and of a representative of the sponsoring institution of higher education. These 60 semester hours shall include 24 semester hours of graduate study in or related to the field of school administration and supervision. An internship experience carrying graduate credit may be included within the 60 semester hour program. One year of satisfactory full time experience in a school administrative or supervisory position may be substituted for the internship.

(2) Experience: Three years of teaching and/or administrative and/or supervisory and/or pupil personnel service experience in the public schools (N-12).

(3) Exception to stated preparation: The Commissioner of Education, at the request of a board of education or board of cooperative educational services, may provide for the issuance of a certificate as school district administrator (superintendent of schools) to exceptionally qualified persons who do not meet all of the graduate course or public school teaching requirements in subclauses (1) and (2) but whose exceptional training and experience are the substantial equivalent of such requirements and qualify such persons for the duties of a superintendent of schools. Prior to the appointment of any such individual the Board must obtain the approval of the Commissioner. In its formal request to the Department the Board must submit its resolution noting approval of the request, the job description, its rationale for requesting such certification of the individual, a statement identifying the exceptional qualifications of the candidate, the individual's comleted application for certification, vitae and official transcripts of collegiate study. The certificate, if issued, will be valid only for service in the district making the request. The Commissioner will refer the materials submitted by the Board to a screening panel consisting of representatives of the Department and appropriate educational organizations for review and advice.

(b) School administrator and supervisor (principal, housemaster, supervisor, department chairman, assistant principal, coordinator, unit head and any other person serving more than 25 percent - 10 periods per week - of his contractual assignment in any administrative and/or supervisory position excepting those defined in subdivision (a) shall hold this certificate).

(1) Preparation: The candidate shall hold a baccalaureate degree, based upon a four-year program of collegiate preparation from a regionally accredited higher institution or from an institution approved or registered by the Department and shall have completed in addition 30 semester hours of graduate study and an approved administrative/supervisory internship under the supervision of a practicing school administrator and of a representative of the sponsoring institution of higher education. These 30 semester hours shall include 18 semester hours of graduate

study in or related to the field of school administration and supervision. One year of satisfactory full-time experience in a school administrative or supervisory position may be substituted for the internship.

(2) Experience: Three years of approved teaching and/or administrative and/or supervisory and/or pupil personnel service experience within grade N-12.

(c) Statement of continued eligibility: Persons employed as deputy, associate or assistant superintendents of schools who do not hold a certificate as a school district administrator may be issued a statement of continued eligibility for that position provided such person has been legally appointed to one of these positions prior to the effective date of these regulations. The validity of a statement of continued eligibility shall be limited to the specific area of service for which it is issued, but may be valid in any school district. The candidate for the statement of continued eligibility shall hold a permanent school administrative and/or supervisory certificate issued by this Department.

Appendix IID

FORMER NEW YORK CITY REQUIREMENTS for TAKING PRINCIPAL'S EXAMINATION

Eligibility Bulletin (S.329) September, 1970

LICENSE AS PRINCIPAL OF A DAY ELEMENTARY SCHOOL

ELIGIBILITY REQUIREMENTS FOR LICENSE, SCOPE OF EXAMINATION, AND PASS MARKS

ELIGIBILITY REQUIREMENTS AND INTERPRETIVE NOTES

N.B. The figures in parentheses refer to the interpretive notes below.

I. EXPERIENCE: Four years of teaching in day schools under regular license and appointment, or four years as bilingual teacher in school and community relations in day schools under regular license and appointment, not more than one of which may be in guidance under a regular guidance license

AND, IN ADDITION,

Two years of supervision in day schools under regular license and appointment (1).

Said six years of experience shall include three years in elementary or junior high schools.

In lieu of one of the required four years of teaching experience under regular license and appointment, or the required four years as bilingual teacher in school and community relations under regular license and appointment, two years of experience as a regular substitute teacher, or two years of experience as a regular substitute bilingual teacher in school and community relations (as defined under Bylaw Section 484) in day schools may be offered; in lieu of one-half year of the required four years of teaching experience under regular license and appointment, or four years as bilingual teacher in school and community relations under regular license and appointment, one year of experience as a regular substitute teacher in day schools, or one year of experience as a regular substitute bilingual teacher in school and community relations in day schools may be offered. In no case shall regular substitute teaching experience or experience as a regular substitute bilingual teacher in school and community relations be credited for more than one of the required four years of teaching experience or experience as bilingual teacher in school and community relations under regular license and appointment.

SUBSTITUTION: An applicant may offer in lieu of the requirements enumerated under "Experience" above, the following:

EXPERIENCE: Four years of teaching in day schools under regular license and appointment or four years as bilingual teacher in school and community relations in day schools under regular license and appointment, not more than one of which may be in guidance under a regular guidance license

AND, IN ADDITION,

One year of supervision in day schools under regular license and appointment (1), or the possession of a valid New York City license as a supervisor or administrator in day schools, or one year of service as an acting supervisor in day schools, such service being full-time acting service in an authorized position for which a supervisory license has been established in the Bylaws of the Board of Education (2), or the successful completion of a New York State approved administrative/supervisory internship under the supervision of a practicing school administrator and a representative of a sponsoring institution of higher education.

Said experience shall include three years in elementary or junior high schools.

In lieu of one of the required four years of teaching experience under regular license and appointment, or one of the required four years as bilingual teacher in school and community relations under regular license and appointment, two years of experience as a regular substitute teacher, or two years of experience as a regular substitute bilingual teacher in school and community relations (as defined under Bylaw Section 484) in day schools may be offered; in lieu of one-half year of the required four years of teaching experience under regular license and appointment, or one-half year of the required four years as bilingual teacher in school and community relations under regular license and appointment, one year of experience as a regular substitute teacher in day schools, or one year of experience as a regular substitute bilingual teacher in school and community relations in day schools may be offered.

In lieu of one of the required three years in day elementary or junior high schools, two years of experience as a regular substitute teacher in day elementary or junior high schools, or two years of experience as a regular substitute bilingual teacher in school and community relations in day elementary or junior high schools may be offered. In lieu of one-half year of the required three years in day elementary or junior high schools, one year of experience as a regular substitute teacher in day elementary or junior high schools, or one year of experience as a regular substitute bilingual teacher in school or community relations in day elementary or junior high schools may be offered.

In no case shall regular substitute teaching experience or experience as a regular substitute bilingual teacher in school and community relations be credited for more than one of the required years of experience under regular license and appointment as teacher or as bilingual teacher in school and community relations.

II. PREPARATION:

A. Completion of a program registered and/or approved by the State Education Department for the preparation of administrators and supervisors; or the possession of a New York State permanent certificate for school administrator and supervisor (3); or the possession of a valid New York City license as supervisor or administrator regarded as the equivalent of the certificate as school administrator and supervisor by the State Education Department

OR

B. Thirty semester hours of approved and appropriate graduate (4) study beyond the baccalaureate degree (5). Said 30 semester hours shall include or be supplemented by 18 semester hours of graduate study in or related to the fields of educational administration and supervision (6).

TIME EXTENSION (for Preparation B only): An applicant will be permitted to complete by October 1, 1973, twelve of the required eighteen semester hours of graduate study in or related to the fields of educational administration and supervision. Upon the failure of an applicant to complete said requirement by such date, the license will terminate.

INTERPRETIVE NOTES

(1) The supervisory experience must be in day elementary and/or secondary schools. College supervisory experience is not acceptable.

(2) The one year of full-time service as an acting supervisor in day schools must have been in an authorized position for which a supervisory license has been established in the By-laws of the Board of Education. The assignment must have been made or approved by the Chancellor, a district superintendent, or by special resolution of the Board of Education to a position to which a licensed supervisor had previously been appointed or to which an appointment might be made or to a position temporarily vacated by reason of a leave of absence. Experience in such positions as administrator of an All-Day Neighborhood School, coordinator, supervisor of teacher training, teacher-trainer, assistant to the chairman, dean, etc., for which no license is established in the By-laws of the Board of Education is not acceptable.

(3) A New York State permanent certificate for principal of an elementary school may also be offered.

(4) A graduate course is a course creditable (though not necessarily actually credited) toward a master's or other higher degree. Such a course may be in the field of education or in any field of general culture. It may not, however, be a course in specialized training for a profession other than teaching unless it is both generally cultural and clearly relevant to the license applied for. In-service courses are NOT acceptable as graduate courses. An appropriate master's degree conferred by a recognized college or university will be accepted as the equivalent of 30 semester hours of graduate courses.

(5) A baccalaureate degree is a degree awarded upon the satisfactory completion of an approved and appropriate four-year curriculum. In general, an accredited B.A. or B.S. degree is implied. Unconditional matriculation at a recognized college or university for a master's degree or higher degree implies that the requirement of a baccalaureate degree has been satisfied.

(6) The courses acceptable toward meeting the requirement of 18 semester hours of graduate study in or related to the fields of educational administration and supervision are courses in areas such as the following: organization of education in America; organization and administration of a school; concepts and processes of administration; theories of administration and organization; community interrelationships; the educational program; personnel and staffing; funds and facilities; education law; educational research and evaluation from the standpoint of the supervisor; the development, coordination, administration, and supervision of a schoolwide educational program; the development, coordination, and supervision of particularized educational programs; supervision and the improvement of instruction; curriculum development; interpersonal relations with the staff; in-service education of school personnel; patterns of school and departmental organization; plant utilization and the provision of supplies; employment and assignment of school personnel; records and reports.

The courses offered under (6) may encompass any level of educational administration and supervision except the college level.

In accordance with a recent ruling by the State Education Department, in-service courses in supervision and administration which were designated "C" in the in-service bulletins and which were completed before September 1, 1964 may be offered toward meeting the requirement of study in administration and supervision under (6) above. They may not, however, be offered toward meeting the total requirement of 30 semester hours of graduate study beyond the baccalaureate degree.

BOARD OF EDUCATION CIRCULARS 69 AND 96

Special Circular No. 69, 1969-1970

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF PERSONNEL

March 16, 1970

TO ALL CHAIRMEN OF LOCAL BOARDS, SUPERINTENDENTS UNIT ADMINISTRATORS, PRINCIPALS OF ALL DAY SCHOOLS, DIRECTORS, HEADS OF BUREAUS, AND PERSONS ON THE EXISTING ELEMENTARY SCHOOL PRINCIPALS ELIGIBLE LIST

Ladies and Gentlemen:

APPOINTMENT OF THE EXISTING ELEMENTARY SCHOOL PRINCIPALS ELIGIBLE LIST PRIOR TO APRIL 1, 1970

Section 2590-j, Subdivision 4e of the 1969 Amendment to the Education Law reads as follows:

"All persons on an existing competitive eligible list for elementary school principal shall be appointed to such position prior to April 1, 1970."

A committee representative of the Confederation of Local School Boards, the Association of Assistant Superintendents, District Superintendents in the field, the Elementary School Principals Association, the Association of Assistant Principals, the Office of the Superintendent of Schools and the Office of Personnel was formed to make recommendations for the implementation of the legislative mandate.

The following regulations, embodying many suggestions made by this representative committee, shall be in effect in order to meet the requirements of the statute and the needs of the school system:

I. APPOINTMENTS FROM ELIGIBLE LIST BEFORE MARCH 31, 1970

Prior to March 31, 1970 persons on the eligible list may be interviewed, selected, and recommended for immediate appointment to elementary school principals' vacancies by Local School Boards and District Superintendents in accordance with regular procedure applicable to competitive eligible lists.

II. SELECTION OF ELIGIBLES BY LOCAL SCHOOL BOARDS FOR MARCH 31 APPOINTMENT TO SPECIFIC SCHOOLS

Eligibles not reachable for appointment prior to March 31 because of insufficiently high position on the competitive list, may nevertheless now be interviewed, selected, and recommended by Local School Boards and District Superintendents for appointment to specific schools, effective March 31, 1970.

III. APPOINTMENT OF ENTIRE LIST, EFFECTIVE MARCH 31, 1970

Effective March 31, 1970 all persons remaining on the eligible list for elementary school principal will receive appointments to the title and salary of elementary school principal.

IV. MARCH 31 APPOINTMENTS AS PRINCIPALS OF "400" OR "600" SCHOOL

Effective March 31, any eligible serving as a junior principal of a "400" or a "600" school may be considered for appointment to the principalship of such school, upon the recommendation of the Assistant Superintendent in charge of Special Education Schools.

V. EFFECT OF DECLINATION OF MARCH 31 APPOINTMENT

Any eligible who declines such appointment will lose his right to future appointment from this list.

36

VI. ELIGIBLES ON LEAVE OF ABSENCE

Any eligible who on March 31, the effective date of appointment, is on leave of absence, may file written acceptance of appointment instead of reporting for actual service. This exception to the usual requirement for acceptance of appointment by actually reporting for service is being made only because there will be no further appointments from this list after March 31, 1970. This privilege of filing written acceptance will be afforded also to any eligible who is absent for illness on March 31, 1970.

VII. CONTINUATION IN PRESENT ASSIGNMENT THROUGH AUGUST 31, 1970

In order to maintain continuity of supervision in a large number of schools that might otherwise be disrupted by the mass movement of so many principals and assistant principals so late in the school year, all such appointees not selected by Local School Boards for the principalship of specific schools may remain in their present assignments until August 31, 1970. Included in this arrangement will be all appointees who, immediately prior to March 31, 1970, have been serving under assignment at district offices or central headquarters.

VIII. STATUS OF NEWLY APPOINTED SECOND PRINCIPAL IN A SCHOOL

Any such appointee who on March 30, 1970, is an assistant principal or chairman in a school and who, subsequent to March 30, 1970 remains as an auxiliary elementary principal in the same school for the remainder of this school year, must understand that the incumbent principal remains the head of the school. The Assistant Principal's line or Chairman's line of such school will be modified to permit payment of the newly appointed principal, who will continue to perform his duties, with such modification as the head of the school makes. It will not be possible to make another appointment of an assistant principal or chairman to such line until such appointed principal is assigned elsewhere or to nominate anyone as acting principal at higher-level pay in the place of any such auxiliary principal who is on leave or otherwise absent for an extended period.

If, however, the incumbent principal should be absent after March 31, 1970, the auxiliary principal will serve as the head of the school during the period of such absence, and no one else may be nominated to serve as acting principal during that time.

IX. SEPTEMBER 1, 1970 PLACEMENT OF ALL MARCH 31 APPOINTEES NOT YET ASSIGNED AS HEADS OF SCHOOLS

Effective September 1, 1970 any appointee serving in a district who has not previously been placed as head of an elementary school shall be considered in excess and shall be assigned by the appropriate Community Board and Community Superintendent to one of the following types of vacancies or openings, without advertising for transfer applications:

a. Regular vacancies then existing.

b. Vacancies created by Retirement-Leave-In-Lieu-Of-Sabbaticals. These will be considered regular appointments, in which those assigned can be expected to remain.

c. Openings created by other types of leaves, such as sabbaticals, retirement (terminal) leaves, and leaves of absence without pay. These may be temporary assignments, pending possible return of the incumbents on leave, whose right to the position will be protected.

d. Openings created by principals on approved extended absence for illness, usually until the end of a semester. These too will be temporary assignments, pending possible return of the incumbents whose right to the position will be protected.

e. Openings existing because the "payroll" principal, with official approval, is serving elsewhere at the time. These also will be temporary assignments, which may be made permanent if an when the principal's payroll line is cleared by resignation, retirement, transfer or placement on a headquarters budget line.

f. Vacancies or openings as assistant principal or chairman in elementary or junior high schools in the district, until he is assigned by the Community Board and Community Superintendent as the head of an elementary school in the district. No appointment of an assistant principal or chairman will be made to such vacancy until such appointed principal is assigned elsewhere.

The Community Superintendent shall notify the Bureau of Appointment of all appointments or assignments made as provided for in this statement of policy.

X. PLACEMENT OF UNASSIGNED APPOINTEE AS HEAD OF A SCHOOL AFTER SEPTEMBER 1, 1970

Beginning September 1, 1970, after all such appointments and assignments have been made, a district may still have more than its allotted number of elementary school principals. In any district in which such a surplus remains, any existing or newly arising elementary school principal's vacancy shall be filled by one of the surplus appointed principals remaining in the district.

XI. APPOINTEES ON THE INTERNSHIP PROGRAM

Any eligible who on March 30, 1970 is serving in a school as a principal-intern under the internship Program will be:

a. Appointed to the title and salary of elementary school principal, but will continue to serve as an intern in the school to which he is assigned.

b. Kept on the payroll of the school from which he is on leave to the Internship Program.

c. Absorbed into his home district after completion of his internship.

XII. PROVISION FOR UNFORESEEN SITUATIONS

The unprecedented appointment of such a large number of elementary school principals may result in special unforeseen situations for which no specific provision has been clearly made in this circular. Supplementary memoranda may be issued to decide or clarify such situations. Individual problems remaining will be resolved by the Chancellor, the Superintendent of Schools, or the Deputy Superintendent for Personnel.

XIII. FOR FURTHER INFORMATION

Questions in connection with this circular may be directed to Mrs. Thelma Cooper, Executive Assistant, Office of Personnel, 65 Court Street, Brooklyn, New York 11201, (Tel. 596-6570).

Very truly yours,

Theodore H. Lang

THEODORE H. LANG
Deputy Superintendent

Approved: IRVING ANKER
Superintendent of Schools (Acting)

Special Circular No. 96, 1969-1970

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF PERSONNEL

June 2, 1970

TO ALL CHAIRMEN OF LOCAL SCHOOL BOARDS, SUPERINTENDENTS, UNIT ADMINISTRATORS, PRINCIPALS OF ALL DAY SCHOOLS, DIRECTORS, HEADS OF BUREAUS, AND PERSONS ON THE EXISTING ELEMENTARY SCHOOL PRINCIPALS ELIGIBLE LIST

Ladies and Gentlemen:

SUPPLEMENTARY CIRCULAR ON THE MARCH 30, 1970 APPOINTMENT OF ALL ELIGIBLES ON ELEMENTARY SCHOOL PRINCIPALS LIST

This circular supplements and modifies Special Circular No. 69, 1969-70, dated March 16, 1970 in the respects specifically indicated herein.

The following regulations shall be in effect in order to meet the needs of the school system:

I. STATUS AS TO DUTIES OF NEWLY APPOINTED SECOND PRINCIPAL IN A SCHOOL

Any such appointee who on March 30, 1970, was an assistant principal or chairman in a school and who, subsequent to March 30, 1970, has remained as an auxiliary elementary principal, must understand that the incumbent principal remains the head of the school. The auxiliary principal will continue to perform supervisory duties with such modification as the head of the school makes.

II. BUDGETARY AND FINANCIAL ARRANGEMENTS FOR SECOND PRINCIPAL IN A SCHOOL

The Assistant Principal's line or Chairman's line of such school will be modified to permit payment of the auxiliary principal, without charging the additional funds needed for this purpose to the District. This financial arrangement will last until the auxiliary principal is assigned as principal of record of another school. It will not be possible to make another appointment of an assistant principal or chairman to such line until such appointed principal is placed elsewhere. In the event that the auxiliary principal is absent for an extended period of time for any reason, it will NOT be permissible to nominate anyone to receive acting principal's pay for serving in his stead.

III. INTRA-DISTRICT PLACEMENT ON AND AFTER SEPTEMBER 1, 1970, OF ALL MARCH 31 APPOINTEES NOT YET ASSIGNED AS HEADS OF SCHOOLS

Effective September 1, 1970, and thereafter, any appointee serving in a district, or in a high school located geographically within that district, who has not previously been placed as head of any elementary school may, in the discretion of the appropriate Community School Board and Community Superintendent, be assigned to one of the following types of vacancies or openings:

A Regular vacancies as they arise.

B. Vacancies created by Retirement-Leave-in-Lieu-of-Sabbaticals. These will be considered regular appointments, in which those assigned can be expected to remain.

C. Temporary openings created by other types of leaves, such as sabbaticals, retirement (terminal) leaves, and leaves of absence without pay. These temporary assignments may continue until the return of the incumbents on leave, whose right to the positions will be protected.

D. Temporary openings created by principals on approved extended absence for illness, usually until the end of a semester. These too may continue until the return of the incumbents, whose right to the positions will be protected.

E. Temporary openings existing because the "payroll" principals, with official approval, are serving elsewhere at the time. Such a temporary assignment may be made permanent if and when the principal's payroll line is cleared by resignation, retirement, or transfer.

The Community Superintendent shall notify the Bureau of Appointment of all appointments or assignments made as provided for in this statement of policy. In the event that the principal has been serving in a high school as a chairman, the approval of the Chancellor will be necessary.

IV. INTER-DISTRICT TRANSFER ON AND AFTER SEPTEMBER 1, 1970

Effective September 1, 1970, and thereafter, any such appointee who is not yet assigned as principal of record of an elementary school in a Community School District may apply for transfer to a suitable vacancy in another Community School District, and may be transferred thereto with the approval of both districts involved and the Chancellor,* but only after the operation of the transfer plan set forth in the Agreement between the Board of Education and the Council of Supervisory Associations.

V. FOR FURTHER INFORMATION

Questions in connection with this circular may be directed to Mrs. Thelma Cooper, Executive Assistant, Office of Personnel, 65 Court Street, Brooklyn, New York 11201. (Tel. 596-6570).

*or Acting Superintendent of Schools until such time as a Chancellor is appointed.

Very truly yours,

Theodore H. Lang

THEODORE H. LANG
Deputy Superintendent

III. JOB ANALYSIS

Filling a staff position with the best available candidate requires that a school board have a clear and realistic idea of the kind of job the successful candidate will be expected to do. This section will deal with the task of (1) analyzing the character of the position to be filled and (2) determining the qualifications needed to fill it. (The terminology used in this chapter may differ somewhat from that used in technical personnel manuals.)

Why Job Analysis Is Essential

Job analysis is the most often neglected element of staff selection; yet it is the essential foundation to all other aspects of an effective personnel practice:

Recruiting. It is impossible to recruit effectively if you don't know what you are looking for -- and with some precision.

Merit and Fitness. It is impossible to select from available applicants on a true basis of "merit and fitness" unless the criteria for selection are specific. The implications of the Mansfield decision make it clear that community boards will be held accountable for ensuring that their selection criteria and procedures are "job related."

Specification of Performance Criteria. Prior specification through job analysis of the responsibilities of a school supervisor makes subsequent evaluation of performance fairer and more objective. An employee has a right to know before he is hired what performance standards will be used to evaluate his work.

Training and Support. Appointees will not meet all job requirements equally, and even the best candidates can perform better with guidance and support. Job analysis can help identify areas of weakness during the selection process, which then can be used to facilitate efforts to provide relevant inservice training and support from the start, rather than after inadequate performance has already hurt a school or the individual's effectiveness.

Until now school districts have muddled through without adequate job analysis only because many elements of standard school jobs are generally, if vaguely, understood by candidates and districts alike. But personnel practices can be made significantly more effective and efficient through careful job analysis. This is especially important in today's changing urban schools, where reliance on standard school job definitions is a source of some of our problems.

Areas to Be Covered by a Job Analysis

A job analysis should specify the major areas of work and set forth in some detail the various tasks and functions under each.

Administration. School supervisory positions cover many administrative functions not readily visible to the public but essential to the effective running of a school. These can usually be identified by the community superintendent and his staff (who suffer along with the students and parents if these functions are not carried out adequately). Board of Education position descriptions can be used as a starting point for identifying some of the administrative functions (see, for example, "Duties of the Position -- Principal, Day Elementary School . . . as set forth by the Chancellor" in Appendix IIIA).

Teacher Training and Curriculum Development. Among the most important areas of a supervisor's job are his work with teachers to improve their performance and his efforts to improve the educational program of a school. The district should analyze carefully the various functions as they suit the special needs, educational strategies, and administrative structure of the district; for instance, the needs of a school that wants to try open classroom organization will vary considerably from the needs of a traditionally structured school.

Leadership in the School and Community. Depending on the policies and values of the board, various other aspects of a position will be identified besides basic school management and academic supervision: resolution of conflict, encouragement of community leadership, coordination with nonschool agencies and resources, community relations, establishment of a school climate that fosters student responsibility and

character development, etc. In many situations these elements of the job have come to overshadow standard supervisory functions, and many persons who would have been adequate supervisors in years past may flounder dangerously in today's circumstances.

Even though these aspects of a job are hard to define, it is important for a district to try to identify them if it wishes to avoid disappointment in the person who is finally selected.

Job Qualifications

After the various functions involved in the job have been identified, the next step is to determine what qualifications a candidate must have in order to perform these functions satisfactorily. This procedure requires the identification of two kinds of qualifications: (1) general qualifications that are common to a variety of tasks and (2) specific qualifications that are necessary for the performance of individual tasks. General qualifications, such as honesty, common sense, and commitment to student achievement, will probably suggest themselves naturally and almost spontaneously. Specific qualifications related to specific aspects of the job, such as skill in handling teacher union grievances or developing curriculum, will probably require more intensive analysis.

"Qualifications" Defined. A distinction should be made between two meanings of the word qualification: (1) It can mean the real competence, skill, and qualities the person

has for performing a job, or (2) it can mean his formal educational degrees, certificates, and years of experience, which may or may not correlate with the qualities needed for a particular job. While state law or city procedure may require certain minimum "qualifications" in this more formal, second sense, a district interested in quality schooling must go beyond formal requirements and identify the actual skills and competencies needed to do the job as the district has analyzed it. To say that a person is "qualified" because he possesses a PhD and ten years of experience is valid only in terms of a legal or formal requirement, for a PhD degree and ten years of experience. It may have nothing to do with the person's real qualifications to perform the job.

Experience. Experience as a qualification presents perhaps the area of greatest confusion. Experience can be invaluable in learning many aspects of a job that cannot be learned in any other way; yet it can be perversely harmful if it is of the wrong kind. Experience is valuable only in terms of what has been learned from it. In these days of great changes, if what was learned was habituation to techniques that are now obsolete, experience may be counterproductive.

It is also possible for a person to have been ten years on a job and not have learned it as well as someone else who has been on a similar job for only a year. While a person with ten years' experience on a job may be more qualified in the formal sense, he may be less qualified in the real sense, in terms of his ability to do the job.

In every case careful analysis must be made of the relevance of particular background experiences to particular job openings, looking beyond surface similarities to the real nature of the experience in question. For example, an applicant may have had years of experience as a high school teacher and yet not have the basic abilities important for an elementary school principalship. Conversely, another applicant with extensive prior supervisory experience in business or public administration who also meets the school supervisory experience requirements may have a rich background of experiences and skills significantly related to being a successful elementary school principal.

Intangible Qualifications. Care must be taken, too, to make sure that the full range of qualifications needed for high-quality performance are identified. Some of the more technical job skills, such as organizing a school into classes, assigning teachers, and managing student tests and records, may be relatively easy to identify, but some of the so-called "intangible" qualities important for job performance are going to be very difficult to define clearly and yet may be more important. This was indicated in the report of the PEA Educational Forum on "Selecting Supervisors" held on November 10, 1970 (PEA Information Service, Vol. I, No. 2):

> There was uniform agreement on the continuing need for educational background and experience. In the shift of power from the central to the community boards, however, it was felt that great weight must be given to additional factors: a candidate's skill in problem identification and conflict resolution; his ability to relate sensitively to the community generally and conflicting groups in particular; integrity,

> dedication, a flexible intelligence, firmness of purpose; . . . and lastly the capacity to persuade rather than command when confronted with the delicate task of arriving at workable solutions and winning the support of conflicting elements.

Difficult as it may be to identify these qualities, the effort must be made; otherwise undue weight will be given to less important qualities that may be more easily described and measured.

Particular Aspects of Individual Vacancies. Although the district should develop an over-all job analysis for various positions on a district-wide basis to assist in long-range recruiting, it will have to fine tune analyses for individual vacancies. Different weights will be given to various aspects of the job depending on the circumstances of the schools, particular educational and community needs, the strength and weakness of other supervisory staff in a school, etc. Weighing the relative importance of these different factors may not be practical for the general job analysis used on the district-wide level, but it should be done before specific candidates with various strong and weak points are matched against the needs of a particular vacancy (see Appendix IIIB for an experimental method of weighing the different qualifications and then measuring individual candidates against them).

Race as a Factor. The controlling consideration for staff selections must be the educational welfare of students. Since racial and ethnic background can significantly affect the educational welfare of students, particularly in cases

of severe racial imbalance, these factors may be taken into account in recruitment and selection processes. (For legal precedents on staff integration see Appendix IIIC.)

The community school board must decide how race or other ethnic factors bear on the effectiveness of an educational staff. In making this decision, a board should take into consideration the need for achieving staff integration and seeking staff who will be able to deal effectively with community needs. But race or ethnic factors should not by themselves determine staff selection.

Illustration of Qualifications

The following is a list of some qualifications that might be considered for the school principalship. Many of the qualifications would apply also for other supervisory positions. The list is illustrative, and as such does not pretend to be exhaustive or determinative. Community boards must decide for themselves those qualifications important for good job performance in the schools of their communities.

Ability to Lead in Education of Students

- Commitment to the education of all students assigned to a school.
- Ability to establish and maintain unbiased standards for the academic achievement of all students.
- Skill in establishing a school climate conducive to high-quality academic performance and responsible student behavior.
- Ability to understand and effectively relate programs for physical health,

nutritional needs, etc. of students to regular academic programs.

- Practical appreciation of the relation between a current school program for students and later vocational achievement.

- Understanding the need of students for growth in aesthetic sensitivity and in the constructive use of leisure time.

- Grasp of student need for positive self-identification, for pride in racial and ethnic background, and for respect toward the backgrounds and life styles of other cultural groups.

- Ability to develop and implement effective programs to meet special educational problems of students in the school or community, (e.g., drug addiction, school absenteeism, sex education, interracial tension, bilingual education).

Ability to Provide Necessary Staff Support

- Ability to recruit and hold a superior staff which puts the welfare of all students first.

- Ability to analyze and make staff assignments so that the best possible utilization of staff talent in the interest of student achievement is realized.

- Capacity to provide strong moral and professional leadership to professional and paraprofessional staff working in a school.

- Skill in assuring the necessary level of administrative and management support required for effective functioning of the school.

- Ability to discipline a staff positively, without an atmosphere of authoritarianism or intimidation.

- Use of staff conferences and committees to encourage cooperation in all important activities affecting the life of the school.

- Skill in the delegation of responsibility.

Ability to Provide Educational Leadership for the Community

- Understanding and acceptance in principle and practice of the legitimacy of concern shown by parents and community regarding policies and operation of the school.

- Ability and willingness to give the time and attention necessary to meet with and respond positively to the community in demands for substantive involvement in all major school matters.

- Willingness to meet the community on its own ground, as well as in the school, to discuss and arbitrate complaints regarding school programs.

- Skill in responding constructively to militant, educationally concerned organizations seeking to improve schools through nontraditional means.

- Ability to withstand illegitimate community pressures.

- Ability to elicit constructive opinions and support from less involved community members.

- Willingness to welcome community use of school facilities for efforts directly or indirectly related to the regular school program.

- Ability to provide information regarding the policies and operation of the school without defensiveness.

- Willingness to be held accountable by the community as well as by the superintendent and board in the discharge of responsibilities.

Qualifications for Administrative and Management Responsibility

- Ability to exercise foresight in planning the development, acquisition, and utilization of plant, equipment, and supplies necessary to efficient operation of the school.

- Skill in maintaining efficiency and accuracy of operational procedures without allowing them to overshadow major educational responsibilities.

- Ability to develop and maintain a good educational program within necessary budgetary limitations.

- Recognition without exaggeration of the importance of accurate and thorough records of the life of the school.

- Ability to keep administrative order in the school even under difficult or disruptive circumstances.

- Willingness to use innovative administrative and management techniques.

- Ability to handle effectively and fairly school personnel problems related to grievances or violation of the teacher union contract.

General Qualifications

- Willingness to be responsible and to be held accountable for the total life of the school, particularly for the educational success or failure of individual students.

- Ability to act both courageously and reasonably under extraordinary pressure.
- Willingness to forego personal convenience and time in the interest of promoting a more effective school program.
- Imagination and creativity in attacking both new and traditional problems.
- Willingness to admit mistakes and take necessary steps to correct them.
- Exposure to a wide range of today's more serious educational problems both within the local community and around the nation.
- Absence of preoccupation with personal advancement up a career ladder.
- Honesty without naivete.
- Directness with diplomacy.
- Forcefulness tempered by a sense of humanity.

Participants in Job Analysis

While to some extent the development of a good job analysis and list of qualifications is a technical operation, it is also clear that some of the most critical social policies and educational values of a school district will be reflected in the qualifications sought in supervisory candidates. It is important, therefore, for the board, school staff, parents, and community to play a part in analyzing the job and identifying job qualifications. Furthermore, it is better for this involvement to be arranged in a systematic way before

52

individual candidates are considered, so that the various important perspectives can be taken into account and reconciled independently of partisan considerations favoring particular candidates.

District-wide Participation. It is practical and desirable in developing the general job analysis and list of qualifications for a community board to enlist the aid of a representative district-wide committee, including teachers, parents, administrators, local community representatives, and students. While there will be differences of opinion and perspective, there will be more chance of developing mutual understanding and consensus than might at first be supposed. Teachers and parents, for instance, may each see different aspects of the supervisor's job and therefore emphasize different qualifications, but through honest discussion each should come to see the valid concerns of the other. Furthermore, at this level of job analysis, disagreements will tend to be compromised by including the concerns of any significant group in the final composite job analysis. While it may not be possible to find any candidate who can meet all the job specifications thus agreed upon, it is better to have a comprehensive description of the ideal appointee when it comes to evaluating the strengths and weaknesses of individual candidates.

Participation in Analysis of Individual Vacancies. When it comes to filling an individual vacancy, participation should be more related to the school in question. Board of

Education policy suggests that parent associations must be consulted on filling vacancies. While some districts dispute the enforceability of this policy, it is nevertheless good practice, and we would go even further, to suggest that teachers and others should also be involved and that the involvement should occur not only in considering candidates, but also in helping to tailor the district's job analysis and list of qualifications to the particular circumstances of the vacancy in question. This participation is achieved much more constructively before individual candidates are under consideration, when discussion can center on the needs of the school rather than on the personality or politics of candidates.

Do's and Don't's of Job Analysis

What Not to Do:

- Don't simply adopt someone else's ready-made job descriptions. (Consult the work of others, but remember that analyses adequate to the needs of your district are best developed by you.)
- Don't proceed in job analysis without a clearly developed board strategy on what you are doing and why.
- Don't proceed without setting up appropriate, capable, and representative working committees to carry out the agreed upon task.
- Don't involve more people than common sense dictates.
- Don't expect that superior job analyses can be achieved without patience and hard work.
- Don't think that any developed job analysis can be final. (When it is time to act you must go with the best you have at hand, but continue the effort to improve your work.)

54

What to Do:

- Do set up appropriate standing or ad hoc work committees to analyze jobs and job qualifications.

- Do make use of existing job analyses and the records of the experience of others acquainted with supervisory personnel questions similar to those encountered in your district.

- Do consider carefully all special historical and environmental circumstances that should influence the way in which job analyses are carried out in your local community.

- Do adjust the district's policy and practice on supervisory appointments to reflect the need of a school or a community to have a racially and ethnically diverse supervisory staff, each of whom is able to handle effectively interracial and interethnic tensions in the school and its related community.

- Do develop open statements of accepted policy and operational regulations that your district uses in analyzing supervisory jobs and formulating related job descriptions. (Such statements and job analyses should be subject to continuous review and correction.)

- Do develop specific analyses for specific positions, listing qualifications that an applicant should have. (However, care should be taken that such analyses are flexible and realistic, particularly regarding formal requirements.)

- Do use independent outside professional assistance (paid or otherwise) to assist in reviewing your job analysis efforts.

Appendix IIIA

DUTIES ELEMENTARY SCHOOL PRINCIPAL

DUTIES OF THE POSITION

The duties of the position include such activities as the following:

1. The Principal's Role as Responsible Head and Professional Leader of the School

1.1 To assume major responsibility for effectively carrying out the accepted system-wide policies formulated by the Board of Education and Chancellor and District-wide policies formulated by the local school board and the District Superintendent.

1.2 To assist his superior officers (when called upon) in the formation of educational policies.

1.3 To lead the school in the implementation of basic educational policy and philosophy.

1.4 To budget school time so as adequately to carry out supervision and administration and to promote public relations.

1.5 To encourage group participation in the identification and definition of school problems, and in the development of plans for their solution.

1.6 To work to build and maintain high teacher morale.

1.7 To work for self-improvement.

1.8 To work with a school council of parents, community and staff in order to be aware of their aspirations and to provide leadership and information as to the school program.

2. The Principal's Role in the Organization and Administration of the School

2.1 To be ever aware of, and to maintain the healthful, safe, and efficient operation and maintenance of the school plant.

2.1.1 To provide for fire and civil defense drills.

2.2 To arrange for grouping of children so as to provide for the bright, the normal, the slow, the atypical, the non-English speaking, the intellectually gifted, those gifted in other respects, the mentally retarded, the physically handicapped, as well as for opportunity classes, junior guidance classes, and health conservation classes.

2.3 To provide and supervise special programs for children in need of remedial reading, speech correction, etc.

2.4 To organize and administer a modern audio-visual program.

2.5 To organize and administer a co-curricular and extra-curricular activities program.

2.6 To provide for articulation with the neighboring intermediate or junior high schools.

2.7 To encourage a reasonable degree of participation on the part of teachers in formulating school policy in which teachers and pupils are involved.

2.8 To encourage participation by Parents Association and/or School Council in activities of school.

2.9 To establish and maintain procedures for studying pupils and interpreting regulations for promotion and retention.

2.10 To acquaint the staff with the content of official circulars and to implement them.

2.11 To maintain adequate and meaningful records pertaining to professionals, para-professionals, pupils, building, textbooks, supplies, equipment.

2.12 To utilize effectively services of personnel not directly attached to the school: Bureau of Child Guidance, attendance, district office, doctor, nurse, school lunch program assistants, etc.

2.13 To institute and maintain modern, businesslike, efficient office procedures.

2.14 To requisition, store, distribute and maintain inventories of books, supplies, and equipment.

2.15 To supervise, or to delegate the supervision of, after-school and evening activities.

3. The Principal's Role in the Supervision of the Instructional Program

3.1 To secure staff cooperation in the requisitioning of the most suitable textbooks, supplies, and materials of instruction, and in their effective use.

3.2 To provide orientation and assistance to new teachers.

3.3 To provide leadership and supervisory assistance to all teachers in such areas as: instructional procedures, curriculum-making, special education, special services.

3.4 To keep abreast of the best in new professional materials and make them available to teachers wherever possible.

3.5 To encourage and facilitate the in-service growth of teachers and educational assistants.

3.6 To evaluate: teachers, pupils, courses of study, equipment and materials in the light of accepted objectives, and to recommend changes where needed.

3.7 To keep accurate records of supervisory assistance to teachers, recommendations made, and follow-up of such recommendations.

3.7.1 To bring to the attention of the proper authorities the teacher whose work remains doubtful or unsatisfactory after repeated efforts have been made to assist her.

3.8 To interpret and adapt official curriculum programs and policies in terms of local school needs, and to establish necessary training of the staff to insure their implementation.

3.9 To take the leadership in planning staff, grade and group conferences within the school.

3.10 To provide for and supervise a student-teaching program.

3.11 To provide for and supervise the in-service training of educational assistants, school aides, etc.

3.12 To establish a testing and evaluation program.

3.13 To establish an effective guidance program.

4. The Principal's Role in Building Good School-Community Relations

4.1 To encourage the use of school services and facilities by responsible, interested people and agencies of the community.

4.2 To utilize community resources in implementing, enriching and improving the school program, and to train teachers in doing so.

4.3 To provide democratic and competent direction in assisting the people of the community to cooperate with the school in its efforts to attain worthwhile goals and improve the educational program and in keeping them informed of the work of the school.

4.4 To encourage and sponsor a Parents' Association and a School Council.

4.5 To cooperate with other agencies in protecting the health, moral well-being, and safety of children.

4.6 To recognize valuable resource persons in the community and to interest them in giving of their special talents to the school.

EXPERIMENTAL WEIGHTING CHART

A weighting chart is designed for two purposes: (1) to relate the evaluation of candidates' qualifications to the relative importance of each qualification and (2) to help pool or average the judgments of two or more people involved in evaluating candidates' qualifications.

WARNING:

The scores resulting from the use of a weighting chart should never be used mechanically in selecting personnel. The scores can help a school board or screening committee analyze a candidate's strengths and weaknesses in the light of qualifications needed for the job, but the scores cannot substitute for the judgment of those making selections.

ELEMENTS OF A WEIGHTING CHART:

Following is a sample showing the elements of a weighting chart (a sample of a complete chart can be found at the end of this appendix):

QUALIFICATIONS	WEIGHT	RATING SCALE					SCORE
		VERY POOR 1	POOR 2	AVERAGE 3	GOOD 4	SUPERIOR 5	
Financial judgment	5				X		20
Teacher training ability	20					X	100
Curriculum and program planning	25		X				50
						TOTAL SCORE	170

Down the left side of the chart is a list of the qualifications determined in the job analysis for the specific vacancy. The next column contains the numerical weights assigned to each qualification in proportion to its importance for the job in question. To the right of this are columns for recording the rating given to the candidate for each qualification. At the head of these columns is a rating scale which establishes numerical values for degrees of competence. In the sample, these values range from 1 for "very poor" to 5 for "superior." Through selection of the rating most closely describing the evaluator's opinion of how well a candidate meets a particular qualification, the evaluator can translate that opinion into a numerical value which, when multiplied by the numerical weight assigned to the qualification, gives the candidate a score for that qualification. Scores for each qualification are listed in the extreme righthand column. At the bottom righthand corner is a square for entering the candidate's total score which is the sum of his scores for all the qualifications listed.

THE EFFECT OF A WEIGHTING CHART:

Because the weighting chart in the above sample gave "teacher training ability" four times as much weight as "financial judgment" (a weight of 20 as opposed to a weight of 5), it is clear that favorable ratings for teacher training ability will weigh more than favorable ratings for "financial judgment" in the total scores of candidates. For example, if candidate A is rated "poor" in "financial judgment" (5x2=10)

and "good" in teacher training (20x4=80) he would have a total score for these two qualifications of 90, whereas candidate B, rated "superior" in "financial judgment" (5x5=25) and "average" in "teacher training ability" (20x3=60) would have a total score of 85, five points less than A, even though he was three ratings above A in financial judgment and only one rating below A in teacher training ability. If the two qualifications had been given the same weight, say 15, then B would clearly have had a much higher score than A (A's score would be 15x2=30 plus 15x4=60, or a total score of 90. B's score would be 15x5=75 plus 15x3=45, or a total score of 120).

CONSTRUCTING A WEIGHTING CHART:

Listing qualifications:

Listing qualifications identified in the job analysis is the first step in the construction of the chart. It may be useful to group qualifications under such broad categorical headings as "Outlook," "Background," "Professional Abilities," and "Personal Qualities" to help organize and focus the evaluators' thoughts and questions. The use of groupings also permits the assignment of relative weights to broad categories of qualifications, in effect creating guidelines for the subsequent assignment of weights to the specific qualifications under each category (see example below).

Assigning weights to each qualification:

The second step in the chart construction is the assignment of numerical weights to the specific qualifications. Although such weights are artificial, they can give a rough measure of the relative importance of various qualifications.

For example, for a particular vacancy the following broad categorical groupings of qualifications might have been decided upon with weights given as follows:

OUTLOOK	75
BACKGROUND	30
PROFESSIONAL ABILITIES	100
PERSONAL QUALITIES	75
SPECIAL REQUIREMENTS	20
Total score possible	300

Within each of these groupings the total weight assigned to the grouping is then divided among the specific qualifications in accordance with the priorities desired.

For example, the 100 points assigned to Professional Abilities might be divided as follows:

QUALIFICATIONS	WEIGHT
PROFESSIONAL ABILITIES	100
Financial judgment	5
Teacher training ability	20
Curriculum and program planning	25
Program evaluation	10
Staff leadership	15
Administration and organization	15
Delegation of responsibility	10

Within the broad category of "Professional Abilities," the school board (or whoever is using the chart) has determined that "curriculum and program planning" is the most

important qualification for the job in question, being, for example, five times as important as "financial judgment" and accounting for 25% of the total.

If qualifications are grouped, as suggested, it will not always be appropriate to compare the weights given to particular qualifications under one grouping with those under another grouping. (For instance, in the example given if only five qualifications are listed under "Professional Abilities," which has a total of 100 points, the average weight of each will be 20, whereas if 15 qualifications are listed under "Personal Qualities," with a total of 75 points, their average weight will be only 5. It is the <u>total</u> weighting of 100 for "Professional Abilities" as opposed to 75 for "Personal Qualities" that reflects the proportionate value the board presumably wants in this case; i.e., a ratio of 4 to 3. The apparent ratio of 20 to 5 (or 4 to 1) results because the broad grouping of "Personal Qualifications" is broken down into many more individual qualifications that must share the 75 points allotted to "Personal Qualifications.")

It is doubtful that, even with established priorities, there will be ready agreement on the numerical weights assigned to each qualification or group of qualifications. In the event of such disagreement, members of the personnel committee or school board constructing the chart can each list their suggested weights and then average the results to determine the weights to be used in the chart. Where there are wide discrepancies in the weights given by different people these should be discussed to see if common understanding and consensus

62

are possible. It is not necessary, or even likely, however, that everyone will agree, and the averaging technique may be as good a means as any for arriving at the "general will" of the school board or screening committee.

RATING SCALE:

Next, the rating scale is constructed by giving numerical values to varying degrees of competence. In the example on page 1 of this appendix, the scale establishes numerical values which progress in equal steps from 1 ("very poor") through 5 ("superior"), thereby giving the candidate the same proportionate amount of extra credit for each higher step in the scale.

It is possible, however, to design a rating scale that gives disproportionate values to very low or very high ratings.

Execellence can be stressed by assigning extra numerical values to better than average ratings. Using such a system permits candidates with a few outstanding characteristics to compensate for a number of poor to average ones.

Deficiencies can be emphasized through the use of "negative numbers," which will result in a candidate's having points taken off his total score for those qualifications in which he is rated below average. By assigning disproportionate values to the negative numbers, a candidate with a few significant deficiencies could lose a considerable number of points that would be difficult to make up.

In the following example the two possibilities -- stressing excellence and stressing deficiencies -- are shown:

QUALIFICATIONS	WEIGHT	RATINGS					SCORE
		VERY POOR -6	POOR -2	AVERAGE 1	GOOD 2	SUPERIOR 4	
Financial judgment	5	X					- 30
Teacher training ability	20					X	80
Curriculum and program planning	25			X			25
						Total Score	105 - 30 75

In this example, because the qualification "financial judgment" had a low weight (5), the candidate lost only 30 points (-6x5) in his over-all score. If he had received a "very poor" rating for "teacher training ability" (weighted 20) he would have lost 120 points (-6x20).

USING A WEIGHTING CHART:

A weighting chart has two primary uses:

1. as a way of assigning priorities to the various qualifications (as explained in Chapter III, JOB ANALYSIS), and
2. as a way of objectifying evaluations of candidates and measuring them against a single set of criteria.

When candidates are interviewed, ratings can be made during or immediately after the interview. As with initial weighting, the scores given by individual members of the committee or board can be averaged. If large disparities in ratings exist, these should be discussed and -- especially with promising candidates -- the areas in question investigated further and reevaluated.

Scores can be used in several ways:

- Cut-offs: If desired, minimum scores can be established for certain qualifications where deficiencies would be so serious that they could not be compensated for by any degree of excellence in other qualifications. Failure to achieve these minimum scores would result in disqualification for the job.
- Comparison with the Ideal: Candidates can be compared with the ideal (that is, the highest possible score) to see if any candidate in the pool, even the highest-scoring, approaches the caliber of person desired. If it develops that there are no reasonably adequate candidates, further recruitment is obviously called for.
- Comparing the Candidates with One Another: A comparison of candidates' total scores provides limited information at best. Candidates with exceptionally low scores

might be eliminated; for example, if two candidates have scores of 50 and 55 respectively in a pool whose remaining total scores range from 150 to 225, it would be safe to drop the two from further consideration. But generally candidates' total scores should not be used as a single determinant in selecting.

The chart's greatest value for comparison purposes lies in contrasting candidates' scores for major groupings, such as "Professional Abilities" or "Personal Qualities" or for comparing candidates' profiles of specific qualifications within the major groupings. Such comparison can stimulate useful discussions as to the candidate best qualified for the job on an over-all basis.

Total scores should be considered guides and not absolutes. They are particularly helpful in narrowing the field from several candidates to few, although, in some instances, they may strongly indicate final selection. (In such instances, it is likely that the candidate is so impressive that he stands out by whatever method of evaluation used.) It should not be forgotten, however, that no matter which way the scores are used, they can never substitute for the judgment of those making the evaluations.

ADVANTAGES AND DISADVANTAGES OF A WEIGHTING CHART:

Use of a weighting chart helps to add precision to the identification of qualifications, compel adherence to established priorities and bring balance and perspective to the evaluation of a candidate. As noted above, the chart also provides a mechanism for pooling the judgments of two or more evaluations. It provides a way to allow priority traits to receive high values if so desired without permitting them to overpower other characteristics. (A candidate scoring high for high priority qualifications still has to score well in other categories to have a high total score.) Similarly, it helps to identify merit in less personally attractive candidates who are highly qualified in other ways. Finally, it helps to create a fair selection process by bringing the same measure to bear for all candidates and preserving the ratings in writing should there be subsequent question about the selection.

The major disadvantage to the use of a weighting chart is the possibility of being trapped in the mechanics and either selecting or rejecting the wrong person. Sometimes a candidate has such a strong characteristic (either positive or negative) that no previously constructed weighting chart can deal with it. In these instances, personal judgment must outweigh the chart.

SAMPLE EXPERIMENTAL WEIGHTING CHART

QUALIFICATIONS	WEIGHT	RATING SCALE					SCORE
		VERY POOR 1	POOR 2	AVERAGE 3	GOOD 4	SUPERIOR 5	
OUTLOOK:							
Understanding of social and urban problems							
Understanding of school and community							
Belief in need for social change							
Respect for children							
Respect for parents							
Respect for staff							
BACKGROUND:							
Education							
Experience							
Knowledge of NYC system							
Valuable experience outside NYC system							
Record of success with difficult problems							
PROFESSIONAL ABILITIES:							
Curriculum and program planning							
Program evaluation							
Teacher training							
Staff leadership							
Administration and organization							

NOTE: SAMPLE QUALIFICATIONS ARE LISTED MERELY TO ILLUSTRATE WHAT A WEIGHTING CHART MIGHT LOOK LIKE. THOSE CONSTRUCTING A CHART SHOULD DEVELOP THEIR OWN LIST OF QUALIFICATIONS AND WEIGHTS FOR EACH QUALIFICATION.

QUALIFICATIONS	WEIGHT	RATING SCALE					SCORE
		VERY POOR 1	POOR 2	AVERAGE 3	GOOD 4	SUPERIOR 5	
PROFESSIONAL ABILITIES (CONTINUED):		X	X	X	X	X	
Delegation of responsibility							
Financial judgment							
PERSONAL QUALITIES:		X	X	X	X	X	
Maturity and judgment							
Problem-solving ability							
Self-confidence							
Accessibility							
Personal warmth							
Account lity (responsibility)							
Lack of defensiveness							
Ability to communicate							
Ability with people							
Age							
SPECIAL REQUIREMENTS:		X	X	X	X	X	
Ability to speak Spanish							
						TOTAL SCORE	

SAMPLING OF LEGAL PRECEDENTS FOR STAFF INTEGRATION

It would therefore seem that the Boards of Education have a very definite affirmative duty to integrate school faculties and to permit a great imbalance in faculties -- as obtained on August 22, 1968, when a new plan was proposed to the School Board in Newark for the increasing of qualified Negro administrators -- would be in negation of the Fourteenth Amendment to the Constitution and the line of cases which have followed Brown v. Board of Education.

Porcelli v. Titus
431 F. 2d 1254 (1970)

A fair evaluation of the record supports the conclusion that the promotional lists were suspended and the examination system abolished, not simply to appoint Negroes to promotional positions, but to obtain for these positions qualified persons, white or black, whose qualifications were based on an awareness of, and sensitivity to, the problems of educating the Newark school population. The Court is satisfied that in abolishing the examination procedure, there was no intention on the part of the Board to discriminate against white persons or exclude them from consideration for promotional positions. No inference of any such intention can be gleaned from the record. The testimony of several of the witnesses, some of which has been recited in this opinion, shows that, despite a desire to provide an avenue for the appointment of more Negro administrators, the ultimate objective of the Board was to promote those persons most qualified to suit the needs of the Newark school system. There is nothing in the record to indicate that the Board was attempting to appoint Negroes in numbers proportionate to the school population.

Porcelli v. Titus
302 F. Supp. 1256

The question thus becomes, when is there such faculty distribution as to provide equal opportunities to all students and to all teachers -- whether white or Negro? Students in each school should have the same quality of instruction as in any other school. Every predominantly Negro school should have, wherever possible, substantially as integrated a faculty as the predominantly white school.

Kemp v. Beasley
389 F. 2d 178, 190

The implication that Mr. Taylor has been chosen because of his race should be put to rest .... There is no doubt that Mr. Taylor's ethnic experience played an important part in his appointment. However, as Judge Bergan stated in Council of Supervisory Associations v. Board of Education .... in a case upholding respondent's temporary designation of four acting principals to posts in a demonstration school district:

> The position could not lawfully be filled on the basis of race; but experience with the race problem in relation to education should become an essential and objectively measured standard for the position.

CSA v. Board of Education [NYC]
New York Law Journal, December 29, 1970,
Supreme Court, Kings County, Special Term, Part I, Justice Pino.

Additional citations:

United States v. Jefferson County Board of Education
372 F. 2d 836

Springfield School Committee v. Barksdale
348 F. 2d 261

Dowell v. School Board of Oklahoma City Public Schools
219 F. Supp. 427 and 244 F. Supp. 971

Taylor v. Board of Education [New Rochelle, N.Y.]
191 F. Supp. 181
affd. 294 F. 2d 36

IV. RECRUITMENT

Recruitment is the natural sequel to job analysis, and the necessary prerequisite to selection. Many a conscientious selection process has yielded poor results because of failure to recruit a sufficient pool of high-quality candidates from which to select.

Recruiting and selection should not be confused. Do not go out to recruit the person you want to fill a vacancy. Recruit a pool of good candidates, and then select from among them the one best qualified for the job. Those not selected to fill one vacancy can be added to the pool for consideration when other vacancies occur.

Why Recruiting Is Especially Important Now

Recruitment in New York City in the next few years will be a particularly important function, especially if a community board has decided it wants special qualities of leadership to meet the changing demands of our city schools. The kinds of candidates desired for a district's schools may not be readily at hand, and will have to be sought by an active and energetic recruitment program both inside and outside the district.

72

In the past, many positions in New York City were filled without any significant recruiting effort, but rather through a system of examinations and lists or through selection from among candidates who presented themselves for consideration. In either case the initiative was with the applicants. Improvement in the quality of education in the future will require initiative from the community boards and district administrations, since many of the best candidates, in terms of the criteria developed by the community board, may not know about the opportunities or may not think of applying. This can happen even with good candidates currently in teaching and supervisory positions within the district. Positive recruiting efforts are also required with regard to minority candidates, since previous paths of advancement were restricted and an adequate number of good minority candidates may not be found in the usual "pipelines."

Good recruitment will take time, effort, and money, but no investment will have a greater payoff in terms of the quality of education provided to the children of the district.

Who Does Recruiting?

Many of the tasks of recruitment are necessarily administrative: placing ads, receiving and sorting applications, arranging appointments for applicants, etc. But since recruiting will play such an important part in determining the nature and quality of education in the district, it must be infused with the values of the community board and the community as a whole.

Through the job analysis effort (Chapter III), the board, the superintendent, and the community should have established a strong and clear policy regarding the kind of candidate to be sought. Through recruiting the superintendent and his staff should proceed to carry out that policy. Both the board and community can help with recruitment through efforts to seek out and recommend good candidates, but the district administrative staff has an obligation to make an objective and wide-range recruiting effort and not to respond solely to pressure groups.

The main job of the board and the community is to make sure that an active recruiting effort is being carried out. A board should always know, for instance, how many candidates were considered and interviewed for an appointment.

How to Recruit

Self-selection. One of the main problems in recruiting is to cast a net wide enough to catch a good-sized pool of outstanding candidates from all possible sources and yet keep from being inundated with an unmanageable number of applicants. One important technique is self-selection. If a good enough job has been done in defining the qualifications for the position, candidates can measure themselves against the specifications spelled out in recruiting notices and apply only if they think they meet the criteria for selection.

For self-selection to work, the ads and recruiting literature must give an indication of the qualities looked for

and some of the characteristics of the job (the challenges of a particular vacancy). While scaring off some applicants, such techniques will also attract others -- including some who might not have thought of leaving present jobs -- because they will prefer to work for a district that especially values the qualities and skills they think they have.

Examples of qualities that might work well for the self-selection process (assuming the district wants these qualities) are:

- Wants to assume responsibility and be held accountable for performance.
- Has a strong personality and wishes to exercise leadership.

Some examples of the job's challenges might also be helpful:

- Old, overcrowded school.
- Alienated, underachieving students.
- Parents who feel locked out of the education process.
- Leadership needed in building staff morale and community support.

Self-selection, needless to say, is not foolproof. Care must be taken not to be so specific in describing the qualities sought that the candidates slant their applications accordingly. Each district must rely on its own selection process to determine whether a candidate indeed has the qualities desired. Self-selection is only a technique to save the district the time, and the candidates the trouble,

involved in processing applications from those who can determine for themselves that they are not what the district is looking for.

Public Notice. Both the law and good practice require public notice of all vacancies. In New York City this is done by notifying the central personnel office, which then lists vacancies in staff bulletins. This not only ensures that all interested applicants in the system have an opportunity to apply, but also helps to advertise the position. Such official notice, however, does not reach sources of candidates outside the school system (either in the city or elsewhere). Public notice is therefore a necessary part of recruitment, but by no means sufficient for an adequate recruiting effort.

Advertisement. Candidates not reached by staff bulletins can often be reached by advertisements in newspapers (the Sunday Times, El Diario, Amsterdam News, Village Voice, etc.) or magazines and professional journals (Saturday Review, Phi Delta Kappan, etc.). The ad should be sufficiently descriptive and attractive to encourage self-selection (above).

College Placement Offices. Recruiting notices should be sent to selected college placement offices (see sample list Appendix IVA). Personal contact with the placement officers will increase the chances for assistance related to the specific kinds of candidates wanted by the district. It is in the college's interest as well as the district's to place

graduates where they will be professionally productive.

Special attention should be paid to those programs that have emphasized the selection and training of new leadership for urban schools (also in Appendix IVA).

Referrals. A good source of candidates is recommendation from people whose judgment is respected and who might be in touch with the kind of candidate being sought. Suggestions can be solicited by letter or informally from members of the staff or from officials or representatives of other institutions and groups in and outside the community. Often a phone call or personal conversation is more effective than a letter, since the person being called can be encouraged to give a little extra thought to the matter: good candidates do not come to mind immediately.

In requesting recommendations, however, be careful to make clear that you are only trying to develop a pool from which to make a final selection; people must not be allowed to build up any expectation that the candidates they suggest will necessarily be selected.

Transfers and Existing Lists. Transfer applicants provide a source of candidates to be considered. There is no obligation, however, for a district to select from among transfer applicants for principalship if another candidate is determined to have greater "merit and fitness" for the position.

Existing lists of qualified applicants and "Auxiliary Principals" also offer a source for recruiting candidates, although under the court injunction existing lists have no legal status and districts are not limited to such lists, which may have been developed on the basis of criteria quite different from those developed by the district.

See Chapter II, STATE OF THE LAW, for further discussion of current legal requirements.

Positive Recruitment of Minorities. Courts and federal equal employment enforcement agencies have in recent years developed and enforced a concept of "affirmative action" in dealing with past discrimination in employment. Whereas earlier efforts focused on ensuring nondiscrimination in the selection process, it was found that this had little meaning if few minority candidates were in the pool from which selections were made. It is now recognized that one of the keys to eliminating discrimination lies in recruitment practices. In cases where there were past discriminatory practices, or even the reputation for past discriminatory practices, it has been necessary to develop positive recruitment programs for minority candidates to make sure that channels previously closed or presumed to be closed are now open.

In the case of the New York City school system this is particularly important, not only because of the very great present racial imbalance in supervisory ranks and the city

school system's reputation for discrimination, but also because, unlike the case of much other employment discrimination, the harm done is not only to the candidates excluded but to the children in the schools, who are subjected to a racially discriminatory staff pattern. As the present imbalance is corrected it may also be necessary in some districts to engage in affirmative recruitment programs to ensure that staff segregation does not move the other way.

Two sources from which district can obtain the names of qualified minority candidates displaced from southern schools are:

Office of Teacher Rights
National Education Association
1201 Sixteenth Street, N. W.
Washington, D. C. 20036

Lyndon Wade, Director
National Urban League
Suite 310
75 Piedmont Avenue, N. E.
Atlanta, Georgia 30303

Internships and Recruitment from Within. One of the best sources of candidates for supervisory positions will be from the district's own staff, since such candidates will be familiar with the district and their past performance can be more adequately evaluated. It hurts morale when a school board consistently overlooks talent on its own doorstep and always looks outside. Some of the best results can be obtained by identifying new blood among teachers and lower-level administrators and having good internship programs to provide for further training and evaluatior prior to promotion.

Sometimes recruitment from within becomes so habitual, however, that a district hardly ever goes outside its own staff for promotions. This can result in the kind of in-breeding that stifles educational development.

New Career Patterns. A district may be interested in developing experimental internship programs to try out a variety of career patterns, both in terms of the prior experience required and the length and type of internship experienced. For example, programs could be developed to attract and train people from outside the profession who have particular talents or fresh ideas to bring to education. Recruitment from outside the profession may be particularly desirable with respect to minority groups to augment the pool of good minority candidates available. One of the reasons that the existing pool is not larger is that many talented minority people have been discouraged from seeking school supervisory work in New York City, and have entered other professions instead. Outstanding candidates whose talents are now needed to help rebuild public education might be attracted from their present professions into school administration if special internship programs are made available so they can learn what they need to know and can be placed in positions of leadership quickly. (City University currently has a school administrator training program for interested and promising individuals from outside standard education careers.)

Professional Assistance. For both short- and long-term recruitment programs a district should consider getting outside assistance, either from a university or a talent search firm. Recruiting is hard work, and it requires more time and effort than is usually available from unpaid board members and volunteers, or from the regular staff, who are overwhelmed with day-to-day school and district affairs. The frequently valuable advice and actual work in finding a diversified pool of candidates make use of outside resources a wise investment. Many businesses that depend on highly qualified personnel feel it is worth-while to spend considerable sums for outside assistance, and those that do not use outside assistance usually have on their own staff the kind of skilled recruiters that are not available to New York City community school districts. Few expenditures will bring as high a return in improved instruction and educational programs.

Applications. In the process of recruiting, candidates should be asked to fill out and return the district's application form as well as their own resume (see Chapter VI, THE SELECTION PROCESS).

COLLEGE PLACEMENT OFFICES AND SPECIAL TRAINING PROGRAMS

PEA's 1970 manual, "Selecting a Superintendent," included a listing of the following placement offices, most of which had been consulted regarding the PEA talent pool of candidates for community superintendent. These placement offices may also be good sources of candidates for other supervisory positions. Those with asterisks have special programs for training administrators for urban schools:

Office of Educational Placement
University of California
Berkeley, California 94720

*Dr. John M. Buckey
Placement Services
New York University
Washington Square
New York, New York 10003

Office of Placement and Career Planning
University of Connecticut
Storrs, Connecticut 06268

University Placement Bureau
University of Colorado
Boulder, Colorado 80302

Placement Center
Northwestern University
Evanston, Illinois 60201

University Placement Office
University of Illinois
Urbana, Illinois 61801

University Placement Service
Boston University
Boston, Massachusetts 02215

*Dr. Edwin Bridges, Director
Mid-West Administration Center
University of Chicago
5835 Kimbark - Room 302
Chicago, Illinois 60637

Bureau of Appointments and Occupational Information
The University of Michigan
Ann Arbor, Michigan 48104

Placement Bureau
Michigan State University
East Lansing, Michigan 48823

Bureau of Recommendations
University of Minnesota
Minneapolis, Minnesota 55414

*Dr. William Summerscales
Office of Placement Services
Teachers College, Columbia University
New York, New York 10027

Educational Personnel Placement
The Ohio State University
Columbus, Ohio 43210

Teacher Placement Bureau
University of Wisconsin
Madison, Wisconsin 53706

*Dr. Anthony Barratta
Chairman
Department of Administration and Supervision
Graduate School of Education
Fordham University
Columbus Avenue at West 60th Street
New York, New York 10023

*Dr. Michael Usdan
National Program for Educational Leadership
City University of New York
33 West 42nd Street
New York, New York 10036

Placement Service
University of Pennsylvania
Philadelphia, Pennsylvania 19104

Bureau of Educational Placement
Indiana University
Bloomington, Indiana 47401

*Dr. Cy Sargent
Certificate Program in Administration and Supervision
Klapper Hall
City College of New York
135th Street at Convent Avenue
New York, New York 10031

SAMPLE EMPLOYMENT APPLICATION

Appendix IVB

EMPLOYMENT APPLICATION
COMMUNITY SCHOOL BOARD _____
number

Address

Telephone Number

Date

Position Desired

Date Available

PLEASE TYPE OR PRINT IN INK ANSWERS TO ALL QUESTIONS THAT APPLY TO YOU.

Last Name	First Name & Initial	Social Security No.

Present Address (street & no.) City State Zip

Home Telephone No.	Daytime Telephone No. for direct contact or message
Date of Birth* month _____ day _____ year _____	Sex* Male [ ] Female [ ] / No. of Children
Marital Status single [ ] separated [ ] divorced [ ] widowed [ ] married [ ]	Maiden Name, if married woman
Have you U.S. citizenship? Yes [ ] No [ ]	List all physical defects and/or chronic ailments (if none, state "none")

EDUCATION

	Date of Entry	Date of Graduation	Degree Granted	Major Subjects or Courses
High School				
College or University				
Graduate or Professional School				

Special Training or Courses

Academic Honors	What foreign languages do you speak?

New York State Certification: Yes [ ] No [ ] Year _____ (if yes)

New York City Licenses: Yes [ ] No [ ] If yes, please list:

_____ _____ _____
(title) (year)

_____ _____
(title) (year)

_____ _____
(title) (year)

If no certification or license, do you have former New York City requirements for taking principals examination (see attachment)? Yes [ ] No [ ]

*New York law forbids discrimination on basis of age or sex, federal law on basis of sex.

84

EMPLOYMENT HISTORY

(Be sure to account for all time since college graduation--start with last or present position. Use an additional page, if necessary.)

Name and Address of Employer	Employment Dates	Position and Name of Supervisor	Duties Performed	Salary	Reason for Leaving
Name Street Address City, State, Zip Telephone No. Type of Organization	FROM mo. & yr. TO mo. & yr.	Your Position Immediate Supervisor		At Start $ At Leaving $	
Name Street Address City, State, Zip Telephone No. Type of Organization	FROM mo. & yr. TO mo. & yr.	Your Position Immediate Supervisor		At Start $ At Leaving $	
Name Street Address City, State, Zip Telephone No. Type of Organization	FROM mo. & yr. TO mo. & yr.	Your Position Immediate Supervisor		At Start $ At Leaving $	

U.S. MILITARY SERVICE

	Date of Entry	Date of Discharge	Type of Discharge	Branch of Service
PAST SERVICE				
	Draft Board No.	Draft Board Address	Draft Classification	Are you a member of the Reserves? Yes [ ] No [ ]
PRESENT STATUS				
	Exact Reserve Status	Details Regarding Reserve Commitments: Attendance at Weekly Reserve Meetings and/or Summer Camp		

REFERENCES

In the space provided list five or more references in addition to the immediate supervisors named above. At least two of these should be professional rather than personal references and one should be a bank reference.

NAME	ADDRESS	CITY	STATE	ZIP	TELEPHONE NUMBER	OCCUPATION	YEARS KNOWN

Do you have any relatives on this Community School Board or employed by this district?

IMPORTANT: Are there any limitations on when these references or other people who know you or your work may be contacted? Yes [ ] No [ ]

If so, indicate such limitations and when checking can begin:

In making this application for employment, it is understood that an investigation may be made whereby information is obtained through personal interviews with your neighbors, friends, or others with whom you are acquainted. This inquiry includes information as to your character, general reputation, personal characteristics and mode of living. You have the right to make a written request within a reasonable period of time to receive additional detailed information about the nature and scope of this investigation.

Applicant's signature _____
Please sign-Do not print

_____
Date

(over)

Why are you interested in this position?

As briefly as possible, describe why you are interested in this position and why you feel you would be particularly effective in it. (Attach a separate sheet, if necessary.)

V. SELECTION: "MERIT AND FITNESS"

Once a pool of candidates is recruited, the difficult process of selection can begin. The touchstone of the selection process is "merit and fitness," as required by the New York State constitution in the hiring of all public employees. Whatever the future of the Board of Examiners or other state or city policies, the fundamental law of the state as well as common sense and responsibility to children and their education will still require that the very best person available be appointed to each vacancy.

How should this person be identified? The two basic concepts in merit selection are "job relatedness" and "objectivity."

Job Relatedness

The prime requirement for a merit system is the selection of the candidate best qualified for the job; i.e., all criteria, examinations, and selection procedures must be job related. This was the main basis for the Mansfield decision, and while the court's conclusions related to the failure of the Board of Examiners to show that its procedures met this requirement, the conclusions apply equally well in a positive sense to

outline the standards the community school boards must meet in their own procedures.

Judge Mansfield found that the discriminatory results of the present examinations make them "constitutionally suspect and places the burden on the Board to show that the examination can be justified as necessary to obtain Principals, Assistant Principals, and supervisors possessing the skills and qualifications required for successful performance of the duties of these positions . . . . a study of the written examinations reveals that major portions of them call simply for regurgitation of memorized material." It is clear from this quotation from Judge Mansfield's decision that job requirements must be consistent with what the job incumbent must really do.

Objectivity

Next to job relatedness, the most important concept in merit selection is objectivity. But it is absolutely essential to remember that the requirements of objectivity are always tied to the basic requirement of job relatedness; i.e., we are required to make as objective a judgment as possible as to the candidate best able to perform the job. Objectivity has no separate value of its own apart from the determination of qualifications for performing the job. For example, if all candidates for principalship were given a speed test in addition and the answers scored with complete objectivity, the resulting scores obviously could not be used for merit selection, since

what would have been measured objectively is only the ability to add quickly, not the ability to perform as a school principal.

The great difficulty in devising a true merit system for the selection of school supervisors is that some of the most important qualifications needed to perform these jobs are hard, if not impossible, to measure objectively. The more objective the tests are made (i.e., the more they are confined to easily and objectively measurable criteria), the further they move away from job relatedness. Even within the procedures of the Board of Examiners it was recognized that factors other than scores on written examinations were important in determining true qualifications. As one of the members of the Board of Education explained in defending the Board of Examiners, the examiners in recent years have been giving increasing weight to interviews and reports from candidates' previous supervisors as to their competencies. But, of course, as soon as this is done, objectivity is impaired: much depends on who is doing the asking and who is doing the answering.

When complete objectivity is impossible in measuring certain qualifications, the dangers of subjective judgment and prejudice can be reduced by pooling the judgments of a variety of different people. One of the complaints about the Board of Examiners was that the people who did the interviewing and reference checking were by and large a "closed circle" of "insiders" whose subjective judgments might very

well differ from those of many parents or teachers as to the qualities that make for a good school principal. Community boards can avoid such accusations and increase the confidence of all elements of a school community in the selection procedure if a varied and representative group of people help in judging some of the hard-to-measure qualities of candidates.

Subjectivity vs. Legitimate Community Board Policy

The dangers of subjectivity can also be reduced if the community board's decisions about the qualifications required are well established and well known to the community long before the board is ready to consider particular candidates. A selection procedure, for instance, which simply asks an array of teachers, parents, and administrators for an over-all rating of the candidates would permit each person making the judgments to use his own criteria as to which qualities are most important. If, however, the job analysis has carefully enumerated the various specific qualities looked for and given them appropriate weights related to the needs of the job (see Appendix IIIB), then those evaluating the candidates can be asked to confine their subjective judgments to qualities already given appropriate weight under the policies of the community school board.

To give an example: Assume that three candidates are being considered, only one of whom speaks Spanish. One of the evaluators believes that the ability to speak Spanish is the most important qualification, and if asked to rate the candidates

on an overall basis might rank the Spanish-speaking candidate at the top, regardless of his other qualifications. If this same evaluator, however, is asked to evaluate the candidates separately with regard not only to their ability to relate to the community (which would be affected by language ability), but also with regard to their ability to administer a school, their commitment to children, their honesty, drive, and leadership qualities, the evaluator might very well give ratings which, when calculated according to the community school board's analysis of the qualifications needed for the job, would lead to the ranking of one of the other candidates as the best qualified on an overall basis. (See Appendix IIIB for suggested techniques for separating policy decisions from subjective judgments by evaluators.)

Examinations

The New York State constitution requires that merit and fitness should be "ascertained, as far as practicable, by examination which, as far as practicable, shall be competitive."

Until the 1969 Decentralization Law, the selection of school supervisors (except high school principals) was by competitive examination; i.e., the examinations purported to determine not only who was qualified for the job, but who was best qualified in terms of their scores on the examination, which in turn determined their "ranking" on the lists. (The selection process for school posts at the turn of the century was so corrupt that the state legislature finally established an independent Board of Examiners to administer "objective"

examinations. As further protection against political or subjective selections, competitive examinations were mandated so that not only the qualifications but the actual selections and appointments would be determined by the examinations.)

The problem that has emerged over the years is the one discussed above in the section on objectivity: Although the examinations were objective they omitted important aspects of job relatedness. The attempt to make judgments about these job-related qualifications, neglected by the tests, actually concealed, behind the facade of objectivity, subjective and policy judgments that were not legitimately the Board of Examiners' to make.

Buffalo was the only other school system in the state to select school supervisors by competitive examinations, and Buffalo gave up the examinations several years ago as an impractical and ineffective method of choosing the best supervisors.

The 1969 Decentralization Law converted all New York City examinations for supervisors from competitive to qualifying examinations, and now even the qualifying examinations have been enjoined by court order because of questions as to whether they are sufficiently job related.

It should be kept in mind that the state constitution requires examinations only where their use is "practicable." Presumably if they are not practicable (i.e., if they fail to indicate the person best qualified for the job), they

are not only not required, but their use actually violates the merit requirement. Sometimes they result in the selection of someone other than the best qualified candidate.

Importance of Merit Selections

Even if examinations are determined not to be "practicable," the selection procedures nevertheless must meet the requirements of merit. They must indeed even be "competitive"; i.e., the best candidate must be chosen. Perhaps examinations can be devised which will be helpful in some aspects of selection, but because of the nature of the judgments that must be made, it will almost certainly not be possible to find an examination system that can do the whole job. Beyond whatever examinations are given, the community boards must develop selection procedures in whose fairness and effectiveness the entire school community can have confidence.

VI. THE SELECTION PROCESS

An effective recruitment program will provide a community school board with a pool of potential candidates for supervisory positions (see Chapter IV).

The selection process must then:

1. Narrow the field of candidates to those who will be interviewed. (This is done mostly through review of the applications and resumes and preliminary reference checks.)
2. Identify a small group of top candidates for final consideration. (This is done primarily through the interviews and further checking.)
3. Select the best candidate to fill the vacancy.

The procedures for carrying out these steps must insure that all candidates are given fair consideration and that candidat are excluded from further consideration at each step only for reasons related to their true capacity for performing the job being filled. This is especially important for candidates with unusual backgrounds. The review of applications and resumes and reference checks can furnish indirect evidence of

capacity to perform the job in question. The interviews provide an opportunity to form a direct impression of the candidate.

The various procedures suggested below, when woven together, should be useful to any community school board in selecting supervisory personnel.

Following the discussion of the various techniques is a fictitious case study in which a principal is being chosen. It may be helpful by illustrating the manner and sequence in which the various procedures might be used in selecting supervisors.

Applications

The district's application form should be filled out and returned by every applicant for a position, whether or not a resume has been submitted.

There are many different kinds of application forms, and part of the community superintendent's and board's preparatory work should include adopting one for the district's use.

An application and resume are neither synonymous nor interchangeable. The application is the form of record for everybody seeking work in a district. It should include routine questions like full name, present address and telephone number (including a telephone number at which candidates can be reached or receive messages during the day), age, marital status, number of children, complete education and work history (accounting for all the time

96

between graduation from highest level of schooling to present), interests, etc. For supervisory positions, questions can be included on legal qualifications, published work (if any), and professional affiliations. Personal and experience references should also be sought; this section on references should include a question along these lines: "Are there any limitations on getting in touch with your references or others who may know of your work? ____yes ____no. If yes, please specify _____"

The sample application in Appendix IVB also includes an essay question on why the candidate is seeking the position.

Unlike a resume, which is written from the candidate's vantage point and is designed to present him in the best possible light, an application form is prepared by the prospective employer and is designed to cover information about the candidate from the employer's perspective. The answers to an application form that has been properly drafted yield a great deal more information about the candidate than just a checklist of factual data.

Review of Applications and Resumes

The purpose of reviewing applications and resumes is to eliminate from consideration candidates who do not meet the minimum requirements for the position and to make certain that all pertinent information is included for candidates who are to be considered further. It is particularly important to make sure there is full information on candidates who have

experience outside of a school system. They may well have the important leadership qualities being sought -- albeit in atypical experiences.

In reviewing, check to see whether:

- All time periods from college to the present are accounted for.
- Positions were held for a reasonable period of time.
- The duties and responsibilities are described in specific terms.
- Specific accomplishments are described.

For additional information on reviewing resumes, see PEA handbook, "Selecting a Superintendent," available on request.

Candidates who are eliminated from consideration should be notified promptly in writing. The remainder should be sent a short note advising them that they are still under consideration and requesting any additional information that is needed.

Checking the Candidates

Preliminary Checks. There is little reason to check references and other sources until the initial screening is over and a candidate is under serious consideration. In some cases, where the background is unusual or some confusion exists, preliminary reference checks may be made, if the candidate has given his approval. But wherever possible, checking should be avoided in the initial stages.

Detailed Checks. Once a list of likely candidates is

98

established, detailed checking should begin. Note section on "Final Steps," pp VI-8 to VI-10. It is separated from this section to stress the difference between investigating a sizable pool of likely candidates and making a final background check of the top one, two, or three candidates.

To avoid dealing only with references who may be biased in favor of the candidate, other persons who have worked with or known the candidate in his previous positions should also be sought. But this is an area where the community board must take the responsibility to insure that the rights of the candidate are respected. Parents may speak to parents in the school in which a candidate is now working, teachers to their counterparts, the community superintendent to a candidate's colleagues, but this must be done in a way that will not cause the candidate professional injury or embarrassment. The emphasis must be on hard data, opinions based on facts, and not gossip or hearsay.

References and other sources should be asked to discuss not only the problems faced by the candidate and his specific accomplishments, but also his more general qualities. The following points should be covered, where applicable:

Relationship to candidate:

- In what capacity does the person being interviewed know the candidate?
- How long has he known him?
- Are they personal friends?
- How much opportunity has he had to observe the candidate's performance or hear about it from others?

Verification of applicant's information:

- What was the candidate's position?
- How long did he hold it?
- Was his position changed at any time?

Professional qualities:

- What is his approach to education?
- What sort of job did he do?
- Did he have any notable accomplishments?
- What was he unable to accomplish? Why?
- In what aspect of his job was he strongest?
- In what aspect of his job was he weakest?

Personal effectiveness:

- How does he handle conflict?
- With which groups does he work best and least well?
- How is he regarded by his colleagues, by parents, by students, by minority groups, etc.?

Interviewing

The basic purpose of interviewing candidates is to enable the board to find out as much as possible about the candidate, particularly those aspects most difficult to discover from his resume -- his ideas, personality, character, strengths, and weaknesses. In order to do this, three techniques are basic:

1. The interviewer should guide the interview so that the candidate will do most of the talking.
2. The interviewer should avoid indicating, by reactions or leading questions, which answers

would be favorably regarded by the board.

3. The interviewer should use a checklist of questions to be covered.

The second purpose of the interview is to enable the candidate to gain an understanding of the position, the school district, and the board that will aid him in deciding whether he wants the position. To insure that the candidate will not color his answers in light of the board's needs and desires, discussion of the position and opportunities for the candidate to ask questions should be deferred until the end of the interview. Some suggestions for interviews, taken from the PEA handbook, "Selecting a Superintendent" (available on request), follow:

> The interviewer should try to elicit spontaneous information without having to ask so many questions that the candidate feels he is being cross-examined. Broadly worded questions which introduce major areas will often serve this purpose. For example, the interviewer might say, "I see that you spent some time as principal in a middle-class area and now you are in a disadvantaged community. How would you compare these two experiences, and what did you like best and least about each of them?" Follow-up questions should also be phrased in broad terms which do not permit a "yes" or "no" answer.

If a candidate does not respond immediately to a clear-cut question, it is often best for the interviewer simply to remain silent for a few moments. An effort to elaborate on a question may confuse the candidate or give him an opportunity to devise an "appropriate" but less revealing answer.

Group Interview

One idea advanced for narrowing a large field of candidates down to six to eight prime candidates is the group interview (see

Appendix VIA). Group interviews involve what is essentially a structured discussion group -- an interviewer and between six and eight candidates freely discuss open-ended questions. This method of interviewing does not center on what the candidate has done but rather on what kind of person he is, what attitudes and beliefs motivate him. The interviewer begins the interview by introducing the candidates to one another and then leads them into a discussion by asking the first question. The interviewer does not guide the discussion, nor does he attempt to influence the candidates. The basic theory in this method of interviewing is that the best candidates will identify themselves by their interaction with the group.

Group interviews, however, are merely one approach. Individual interviews are obviously still the most common interview technique.

Observation Visit

For candidates under serious consideration who work in a school, a visit to their present schools for observation and interviews of teachers, parents, and students should be arranged before a firm commitment or final selection is made. The candidates should be reminded that their candidacy at this point cannot be kept a secret.

Final Steps

As protection for the school district, routine procedures should be followed to check out the most promising candidate (or the top two or three) before final selection is made.

102

Many responsible employers consider it wise to order at least a routine credit check or consumer report to be done by an agency like the Retail Credit Bureau. Some go further and seek information on a candidate's character, general reputation, and personal characteristics, through interviews with neighbors, friends, and associates. If a community board uses an outside agent (that is, anyone other than its own employees) to obtain either credit or personal information about candidates, it is subject to the federal Fair Credit Reporting Act, which went into effect on April 25, 1971. This act requires a "prenotification" statement which informs the candidate that the community board plans to make such a check and that he has the right to request, in writing, the names of the agent or agents used and the information provided by them and to insert in the agent's record a refutation or other relevant information, if he so desires. The act also requires a signed waiver from the candidate before an outside check can be initiated. If the report of an outside checking agent is the reason an employer drops an applicant from further consideration, the employer must send a "postnotification" statement, advising the candidate to that effect.

Although community boards may not have funds available for this purpose, they may decide that some outside checking is desirable at some point in the selection process. It would seem sensible, therefore, to use a prenotification/waiver form routinely so that outside checking can be done with regard to any candidate if and when the need arises.

It can be incorporated in the application form or can be a separate form. A booklet on the Fair Credit Reporting Act (Public Law 91-508, Title VI) includes sample forms and is available from the Federal Trade Commission, 26 Federal Plaza, New York, New York 10013.

In the past, the Board of Examiners has checked candidates' background for the Board of Education. Community school boards should explore what central services may be available for investigating such matters as past criminal records, credit problems, etc.

Medical Examination. The medical examination can be one of the last steps taken, but it must never be overlooked. The customary procedure is to make the final selection and notify the candidate, subject to his passing the medical. If anything in an otherwise desirable candidate's application or resume raises a question about the state of his health or his medical history, the superintendent or board may ask him to undergo a medical examination before the final selection.

Community Involvement

The importance of community involvement in assuring the recruitment of highest-quality staff has been discussed at various points in this workbook. While the final selection of staff is clearly the responsibility of the community superintendent and the community board, parents and community representatives can and should be involved at every stage in the selection process. The fact that the authority of the central board to determine community school board procedures

for such involvement is in dispute should not detract from the soundness of a policy of constructive involvement. (See Appendix VIB for pertinent section of the central board's policy in "Parent Associations and the Schools" and Appendix VIC for a sampling of present community school district policies.)

Failure to involve parents and community may breed trouble in the form of parent pressure for their own candidate or a hostile reception to the board's appointee. The fictitious case study below gives some examples of how parents and community representatives can be involved.

Weighting Chart

A weighting chart (see Appendix IIIB) provides a way to record systematically the judgments made about candidates following examination of the applications and resumes, background and reference checks, and interviews. Some such device is particularly important when different people are involved in gathering information as to the candidates' qualifications, since it provides a way to keep judgments made with regard to various aspects of candidates' competencies in proper perspective and to pool different judgments by several evaluators.

Care should be taken not to use any such device too rigidly. It merely provides a way to assemble pertinent information in an orderly way, with reference to the qualities deemed important for the job. It allows everyone involved to have access to the same information on an

objective basis. But mechanical scores should never be allowed to outweigh common sense.

A Fictitious Case History

School District 43 had to select a principal for P. S. 999. The school population is predominantly white, of Italian extraction (65%), with the remaining student population about evenly divided between blacks and Puerto Ricans. The school's parent association, in which there is little black or Puerto Rican involvement, expressed a preference for a male principal of "their" ethnic group in his late thirties or early forties.

The community school board had already prepared a basic job analysis for the position of elementary school principal in the district. It proceeded to appoint a Screening Committee composed of two community board members, three representatives of the parent association, one assistant principal, one teacher chosen by the school's faculty (the choice turned out to be the union chapter chairman), one representative of the school's paraprofessionals, one representative of the local community corporation, and a local businessman experienced in executive recruiting. The committee's first assignment was to adapt the district's basic job analysis to the needs of P.S. 999 and to develop a weighting chart (Appendix IIIB). The community board reviewed and accepted the resulting job analysis and weighting chart.

The community board then instructed the community superintendent to conduct a vigorous recruitment program (see

Chapter IV), for which the local businessman and the president of the parent associations provided considerable leadership, guidance, and support. Some 60 applications were received. The Screening Committee then had the task of narrowing the field of 60 candidates to a reasonable number from which to make a selection. In sorting through the applications and resumes, the Screening Committee found that ten candidates were transfer applicants, six from outside the district and four from within. All ten resumes were put in a box marked "To Be Interviewed." (The CSA contract requires interview only of the nine most senior transfer applicants, but the tenth candidate appeared to be more qualified than some of those with more seniority.)

In addition, two candidates were males of Italian descent who had extensive supervisory experience. They were also put immediately in the "To Be Interviewed" box because they seemed to fit the parent association's initial description of what it wanted, and their experience indicated they were likely possibilities.

Twelve candidates failed to meet the minimum legal qualifications either for state certification or for taking a New York City examination (see Appendix IIC and Appendix IID), and their resumes were put in the "Thank You But" box. The remaining 36 were put in a box marked "To Be Considered."

After breaking up into subcommittes, the ten Screening Committee members along with the community superintendent reviewed various aspects of the 36 resumes. No preliminary

reference checks were needed. Application forms were obtained from the 36 candidates, and the question concerning possible limitations on reference checks was reviewed first. With the exception of the few limitations noted, the committee was able to begin checking references and other sources.

Parents were asked to get in touch with parents in the schools where many of the candidates were then working, and committee members who were on the school staff were asked to speak to their counterparts in the candidates' schools. The remaining committee members checked the references given.

During this process the parent association at P. S. 999 held a reception so that the 36 candidates in the "To Be Considered" category and the 12 candidates in the "To Be Interviewed" category could meet the staff and parents at the school. Following the reception, ten of these 48 candidates withdrew from consideration (all ten were in the "To Be Considered" category). The field was thus narrowed to 38.

The Screening Committee decided to hold group interviews in groups of five or six (see Appendix VIA). They agreed that the community superintendent would conduct the interviews and that they would be taped.

After the interviews were completed, the committee pooled the information from the reference checks and the group interviews in order to get rough scores for all applicants on the weighting charts. Each member of the committee who felt he had sufficient evidence about a candidate in regard to one or more of the qualifications on the weighting

108

chart gave scores for those qualifications (leaving the others blank), and an average score for each candidate was developed by averaging the scores he received for each of the qualifications on the chart.

The committee decided that the top eight candidates, as ranked by these scores, plus one other who scored eleventh merited further consideration. This decision was arrived at because it was generally agreed that the ninth and tenth candidates were marginally qualified at best, and none of the candidates scoring lower stood out sufficiently to merit going outside the scores, except the eleventh, who, although weak in some areas, was strong in some others and was the only Italian male who scored near the top. Only one of the nine to be considered further was a transfer applicant.

The Screening Committee voted to submit the nine names to the community school board and the community superintendent for consideration. It indicated the three candidates it considered the best qualified.

The male of Italian descent was not among the three, and the Screening Committee met with the parent association's executive board to review their recommendations in detail. Some members of the executive board initially protested their decision but after extensive discussion agreed that the priorities established by the job analysis and weighting chart were valid and that the three candidates recommended by the Screening Committee were unmistakably better qualified on an over-all basis than the male candidate of Italian extraction.

They voted 17 to 1 to support the Screening Committee.

The community superintendent and board interviewed each of the nine candidates submitted by the Screening Committee. The board then asked the superintendent for a recommendation. The superintendent agreed with the Screening Committee's choice of the top three candidates, and because time was pressing, he ordered routine credit and background checks on all three. He subsequently arranged visits at which he and the two board members on the Screening Committee observed the three. When this was concluded, he made his recommendation, noting that his choice was one of the Screening Committee's recommendations. The board concurred and approved hiring of the candidate, subject only to his medical examination.

Revlon's method of choosing management trainees not only saves top executives' time but seems to result in better selection decisions.

The Round-Table Interview— A Method of Selecting Trainees

By JULES Z. WILLING

COMPANIES THAT regularly recruit young people as management trainees often run into snags in the process of selecting suitable candidates. For one thing, the trainees are usually brought into the company in groups, rather than singly. This means that selections must be made from an abnormally large field of applicants and that a sizable number of interviews must be conducted in a short space of time.

For another, the high cost of running a formal management training program makes it especially important that the company's selections be sound. As a result, the interviews must probe deeper than is normally necessary in hiring people for nonmanagerial positions. They must therefore take longer, and in the case of the most promising candidates will usually involve a succession of interviews at various organizational levels. In fact, in many companies the final decision is made by the top executives who, while they seldom deem it necessary to interview candidates for subexecutive positions, usually want to—and in any case should—interview the men who are slated to be the company's future managers.

All these factors create special problems, not the least of which is the amount of time executives must spend in interviewing prospective trainees. How can a busy vice president, say, manage to see all the candidates recommended by the personnel department and spend enough time with each man to size him up carefully?

In any case, it is particularly difficult to interview these candidates because their lack of significant work experience makes it all the harder to gauge their potential for development. The interviewer must concentrate not on what the man has done—the usual focus of job interviews—but on what kind of person he is, and this takes time as well as interviewing skill. Top executives, sometimes short of the latter, are always short of the former.

At Revlon, Inc., this problem has been solved by the procedure I call the round-table interview, which is really an exercise in group dynamics. Its basic feature is that, instead of being interviewed separately by the line executives concerned, the candidates who survive the personnel department's screening interviews are brought together in groups for informal discussions at which the executives observe and evaluate them. Thus in one session each executive can size up a group of candidates that he would otherwise have to meet one by one, and each candidate is seen by all the executives who must decide on his application.

The round-table groups are composed of from six to eight candidates—a size that permits adequate comparisons to be made among the candidates but is not too large for a comfortable discussion.

In the center of the meeting room is a conference table, and around it are as many chairs as there are candidates. Our table happens to be square, but the chairs are so arranged that no one is at the head or foot of the table and all the candidates have identical status. There is a cardboard nameplate at each place, with a pad, a pencil, and an ashtray. Cigarettes and a water pitcher are within easy reach.

Along the walls of the conference room are several chairs, which will later be occupied by the five members of our executive staff who will make the final decisions.

The interview leader—usually a member of the personnel staff—introduces the candidates to each other, gives each one a lapel-tag bearing his name, gets them properly seated around the table, and briefly explains

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the purpose of the interview. His explanation might go like this:

> All of you have been carefully screened and privately interviewed. We have selected you from a larger group of applicants because we believe you are the best men we have seen. Whether or not each of you will receive a job offer will be decided today by our executive staff.
>
> Our purpose now is to help these executives to know you better, to give you a chance to express yourselves freely on various subjects, and to take you out of the somewhat formal interview situation and get you into a much more informal conversation. To put you at ease, we have arranged for you to talk among yourselves rather than to talk to us. We shall listen with great interest but will not participate in any way.
>
> To give you some focus for your conversation, we have prepared a series of topics, or questions, which will be given to you one at a time.
>
> There are no rules for this discussion. If you want rules, make them up among yourselves. You may handle this in any way you see fit. You are not here to compete with each other. We have at least as many openings as there are men around the table. There is no reason why all of you may not be given job offers today.
>
> Now, if you will take your places at the table, we'll ask our executives to come in.

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When the candidates are seated, the executives enter and take seats at random around the walls. Each has been provided with a rating sheet, a pencil, and a brief summary of each man's background, and all have agreed in advance on three simple rules:

1. They do not sit together or speak to each other during the session. At the end of each topic, they switch seats in order to neutralize any personal interaction between themselves and the candidates.
2. They are not introduced to the candidates, who might otherwise be tempted to play up to the highest-ranking man or to pitch their remarks toward one executive in particular
3. They do not express approval or disapproval of anything that is said.

The round-table conference begins with the distribution of a sheet of paper on which the first subject is typewritten. The interview leader says, "Gentlemen, you may begin the discussion whenever you're ready," and takes a seat against the wall.

There is always an awkward silence at the outset; then someone takes the plunge with a cautious comment. Others amplify it. Soon, someone takes a different view, and the discussion moves into full swing. Some men try to adopt the role of conference leader, summing up the others' opinions without committing themselves. Other men strive to take the center of the stage and hold it. Some merely listen at the beginning, and do not try to participate until later in the discussion. Others are consistently brash, plunging in with hastily constructed views that are rapidly demolished. Some are consistently negative, devoting themselves entirely to trying to contradict the other fellows' statements.

What the Discussion Shows

The spectators look for various qualities, depending partly on the nature of the job. In sales trainees, for example, we look for a high degree of participation: a sales trainee who listens quietly and speaks only when spoken to is not a likely prospect—but neither is the man who talks without stopping to listen. We learn much from the way in which the men disagree with one another—whether they antagonize the others or win them over, how they react to being contradicted, and the like.

Perhaps the most illuminating part of this technique is the way, as time goes on, poses begin to crumble and genuine personality shows through. The man who tries to dominate the discussion but is without real substance eventually runs dry. The early "leader" who is unable to follow through loses his position of leadership to others. The man who makes sense at the outset may—or may not—still be making sense at the end. And the man who merely has the gift of gab begins to repeat himself by saying the same thing in different ways.

Oddly enough, by the time we get to the third topic, the group usually is no longer sharply aware of the executives in the room. Their language becomes more informal than at the beginning, responses become more natural and less hesitant, and the talk is enlivened by occasional humor. The observers usually find that their initial impressions begin changing at this point and the order in which they have ranked the candidates begins to shift.

On most topics, discussion lasts about ten or fifteen minutes. When the interview leader senses that a topic has run its course, or when the maximum time he has privately allocated to the topic is reached, he rises again, makes some neutral and tension-breaking remark, and says, "Gentlemen, let's move on to the next subject." He distributes another sheet of paper and takes his seat.

So the conference proceeds through five or six topics, relieved occasionally by brief coffee or washroom breaks, and is concluded by the leader in two or three hours.

When it is over, the observers meet in another room to compare notes and make a decision on each candidate; then they leave. The leader and his assistants call each man in separately and tell him the company's decision about his application.

The decisions are based on the rating sheet mentioned earlier. To enable the observers to focus on the discussion rather than on paper work, we use the simplest kind of rating form. In the first of its three columns, the observer writes the names of the candidates in order of his preference —the "best" man's name at the top

Appendix VIA, p. 2

of the list, the "poorest" at the bottom. He writes out this ranking at whatever point in the discussion he decides upon it, and changes it whenever he changes his mind. His reasons for arriving at his conclusions require no elaboration; whatever he decides after three hours of observation obviously is well considered.

The remaining two columns on the rating sheet are headed "Hire" and "Don't Hire." Here the executive indicates his decision on each candidate by a check mark next to the candidate's name. He usually checks "Hire" for the names toward the top of his list, then, at some point down the list, begins checking "Don't Hire." We call this the break-off point.

At the post-interview conference, the observers compare lists. Almost invariably, one or two names appear at, or near, the top of all the lists, marked "Hire." There's no need to discuss these men; they'll be offered jobs. Similarly, there is nearly always a consensus on the lowest-ranking names, which are usually marked "Don't Hire." There's little or no need to discuss these men either; they'll be turned down.

Thus at least half the candidates are decided upon in a moment, and we can proceed to discuss the middle group. Most often, we agree on which men fall into this group but differ on whether to put them above or below the break-off point; that is, on whether or not they should be hired. With five observers, however, it is not too difficult to make this decision, for we will rarely hire a trainee if two or more of the executives advise against it.

By means of this simple rating method, then, we usually manage to reach agreement on all the candidates in less than five minutes. All in all, the round-table conference enables us to compress 35 executive interviews (7 candidates x 5 interviewers) into a two- or three-hour session and to interrupt each executive's work schedule only once instead of seven times. Perhaps even more important, it allows the executives to observe each candidate for two or three hours instead of the usual half hour.

Some Unexpected Advantages

Beyond this, the method has proved to have certain advantages that we never anticipated and that are at least as valuable as the reduction in interviewing time and perhaps even more so. Here are some of them:

► Having all the executives observe the same people at the same time has, rather unexpectedly, solved a number of interviewing problems that troubled us greatly in the past.

When one candidate is interviewed separately by a succession of executives, they generally have no uniform basis on which to compare their perceptions of him. They have seen him in different interview situations, at different times, perhaps on different days; they have asked different questions and elicited different responses, sometimes even to the same questions. The candidate has reacted differently to different executives, perhaps because of their varying moods, the atmosphere of their offices, or the time of day, perhaps because of "interview fatigue" (it is difficult to make a fresh and spontaneous reply the fourth or fifth time you are asked the same question) or the accident of being the fourth rather than the first or the seventh man to be interviewed.

All these extraneous factors, and many similar ones, have created such pronounced differences of opinion that it sometimes seems as if the executives were talking about different people. The need to compromise these differences tends, I think, to lower the validity of the final decisions.

This thesis seems to be verified, if only obliquely, by the fact that our conferences after the round-table interviews lead to rapid and almost unanimous agreement on every candidate, whereas the discussions we used to hold were usually rather lengthy and inconclusive. Though, as I have said, our final decisions are now usually made in less than five minutes, the executives feel more certain of the correctness of the decisions than when they took much longer to reach them.

► By enabling us to make our decisions quickly and by taking up no more than a morning or an afternoon of the candidate's time, the new interview method has reduced our risk of losing outstanding candidates.

► The candidates are usually impressed by our method. They have evidence that they are being treated both equally and fairly. They do not have to go over the same ground repeatedly. Even those to whom job offers are not made feel that they have been given a completely fair and adequate opportunity to show themselves at their best.

► Variations in interviewing skills no longer trouble us, for the executive who lacks them makes as good an observer as the executive who is a good interviewer.

The Discussion Topics

Needless to say, however, the method will not prove useful unless it is furnished with good discussion topics. We have had to revise our questions again and again before arriving at the ones that work best for us. Some topics that seemed to us to be "interesting" proved barren. Some that seemed to be superficial proved stimulating.

Because we are looking for one set of characteristics in sales candidates, another in engineering candidates, and still others in manufacturing candidates, we use a different set of topics for each group. Moreover, we generally look for a different thing with each topic. Thus our set for sales trainees comprises:

1. A question about the "best" kind of company to work for. This gives us an idea of the attitudes the candidate is likely to have as an employee.
2. A sales objection to be overcome. This measures sophistication about

Appendix VIA, p. 3

salesmanship, ability to improvise, and persuasiveness.

3. A sales situation that requires the candidate to develop a logical line of argument that will be convincing to a retailer. This gives us an estimate of his ability to deal with our customers.
4. A problem in territory analysis. Here the candidate demonstrates his ability to manage his own territory. On this one, we allow the group five minutes in which to think over the figures and do the necessary calculations before the discussion begins.
5. A general question about salesmanship. This gives us a good idea of the candidate's conception of himself, and has proved a remarkable projective measure.

By listening to the candidates discuss questions like these, we not only learn a good deal about each individual but also have an opportunity to compare them with each other on any number of counts. Under the traditional interviewing system, the candidates are seldom assembled as a group. After the selections have been made, however, there eventually comes a group meeting of some sort. What interviewer has not had sober second thoughts about his selections when he sees the new trainees all together?

The round-table interview enables all of us to see the candidates in this enlightening perspective before the hiring commitment is made.

Appendix VIA, p. 4

"PARENT ASSOCIATIONS AND THE SCHOOLS"

Extract from Section I, No. 8, of "Parent Associations and the Schools," as revised by Board of Education resolution of April 21, 1971.

In the matter of selection of principals, acting principals, assistant principals or acting assistant principals, the parent associations or parent-teacher associations shall be informed of vacancies within a reasonable period of time after their occurrence. The consultation between community school boards and the associations in the case of vacancies in elementary, intermediate and junior high schools, and between the appropriate assistant superintendent and the associations in the case of high schools and special schools shall begin as soon as possible and shall include the development of criteria for selection. Association representatives shall be invited to observe interviews with candidates and to make recommendations, and shall be informed of the final selection. The role of the associations shall be advisory only, with the final responsibility in the selection continuing to rest in the community school boards and the central Board depending on the level of the schools.

Community school boards shall establish consultative procedures for associations in the selection of community superintendents, deputy community superintendents and acting community superintendents.

SAMPLE COMMUNITY SCHOOL BOARD PERSONNEL POLICIES

The following represent selection procedures that have been proposed or adopted by three community school boards. They are reproduced here for illustrative purposes only although they differ from PEA recommendations.

Community School Board 26

(Presented for Consideration and Discussion on April 22, 1971)

1. Policy and Procedure for Hiring Principals:

   a. As soon as the vacancy is advertised, the Community Superintendent and the liaison to the school shall hold a meeting with representatives of the parents association of the school to have the parents itemize those particular qualities and particular needs they would like taken into consideration in the selection of a principal. Any other school board member may attend this meeting.

   b. The Community Superintendent shall do all initial interviewing. The Community Superintendent shall recommend those applicants he deems most qualified to the community school board. Additional interviews shall be conducted by the community school board. At least one week before the applicants are interviewed by the community school board, the Community Superintendent shall submit to the community school board the resumes of all applicants and his recommendations thereon.

   c. There shall be present as observers at the interviews conducted by the community school board two parent representatives, who shall be chosen for that purpose at a meeting of the parents association after notification to the entire parent body of the purpose of the meeting. Said representatives shall have authority to make a recommendation on behalf of the parent body. The parent representatives so chosen may submit questions in advance, which they would like asked of the applicants during the interviews. The representatives shall be present during the interview, but shall not ask questions of the applicants. After the applicants have been interviewed, the parent representatives shall make a recommendation.

   d. The community school board and the Community Superintendent shall continue deliberations. The community school board shall make the final determination.

116

PROCEDURES ADOPTED BY COMMUNITY SCHOOL BOARD 3

Principal's Screening Panels

1. For each 100 parents or greater fraction thereof in the school one parent shall be elected by the parents to serve on the screening panel. A form letter describing the procedure and written and distributed by the Local School Board shall be sent home to every parent in the school where a screening panel is needed.

2. Two teachers shall be elected by the teachers.

3. One Para-professional elected by the para-professionals.

4. The current P.A. President(s) shall be appointed to the committee.

5. This initial screening panel will consist of the parents elected, the two teachers, the para-professional, the P.A. President(s), the Local School Board Representative of that school, and any members of the School Board. The Chairman shall be the P.A. President.

6. THE DISTRICT SUPERINTENDENT will then recommend to this panel candidates for the position. The panel will interview these candidates and any other candidates they so choose.

7. From the candidate(s) chosen by this panel, the District Superintendent will make his recommendations to the Local School Board, who will make the final election.

8. After the current 3 schools (84,74,44) have used this method of screening, the method shall be re-evaluated.

COMMUNITY SCHOOL BOARD 2
TEMPORARY PROCEDURES FOR THE SELECTION OF PRINCIPALS

Adopted on Tuesday, November 17, 1970

RESOLVED, the following shall constitute a Joint Screening Committee to screen candidates for the position of principal in schools where a vacancy now exists:

> 5 or more (or persons in a parental relation) of a pupil in the school in question, such members to be selected by the Parents Association or Parent-Teacher Association in the school; and
>
> 2 members of the Community School Board in a nonvoting capacity chosen by the Board; and
>
> such representatives of other organizations or associations (including members of the professional staff) as the parent members of the Joint Screening Committee may invite to participate.

FURTHER RESOLVED, the screening and selection procedure shall be as follows:

1. The Community Superintendent shall advertise the vacancy and invite applications for the position.

2. All applications received shall be forwarded to the Joint Screening Committee.

3. The Joint Screening Committee will interview candidates and make recommendations to the Community Superintendent in the order of preference.

4. The Community Superintendent will interview all candidates recommended by the Joint Screening Committee and investigate the background of them.

5. The Community Superintendent will submit the names of recommended candidates to the Board.

6. The Board will interview all recommended candidates and make its selection from among them.

Appendix

EVALUATING SUPERVISORS

The following material has been excerpted from the Guidelines statement on school decentralization and from the Agreement between the Board of Education and the Organization of Administrators and Supervisors for the City of Detroit.

"Personnel Evaluations"

.....the Central Board shall establish minimum criteria for the evaluation of personnel and provide uniform records and forms to be used throughout the First Class District.

Each Regional Board shall administer the evaluation of employees, provided that the basic citywide criteria shall be followed. Responsibility for conducting the evaluative process shall be assigned by the Regional Board to appropriate staff within the Region.

(Guidelines)

"Administrator and Supervisor Evaluations"

1. In schools, the principal shall be responsible for the evaluation of other administrators under his direction and supervision.

2. In other situations, the administrator responsible for direction and supervision of other administrators and supervisors shall be responsible for the evaluation of these administrators and supervisors.

3. It is understood that in the processes and procedures in connection with the evaluation of administrators and supervisors, copies of evaluations will be furnished to the evaluated employee, the Region Superintendent or appropriate division head, and that an evaluated employee may respond to an evaluation and the response shall be attached to the evaluation.

4. Principals and division heads are expected to implement fully the evaluation system herein described. It is the responsibility of the evaluator to meet the time schedules for the formal rating as specified in this Agreement.

5. Schedule--

   a. Within the first two weeks of each school year:

      (1) Conferences will be held with all administrators in the building or unit.

      (2) Last year's performances and this semester's expectations will be reviewed.

      (3) Review of the rating form and procedures to be followed will be held with those involved in the rating procedures.

      (4) A formal rating form developed jointly by OSAS and the Division of Staff Relations will be used.

   b. No later than the sixth week of school:
   The administrator responsible for evaluation will prepare a written evaluation to be issued to administrators being evaluated, with a copy to the Region Superintendent or appropriate division head, evaluating the quality of performances of those being evaluated. If this is an unsatisfactory evaluation, the written evaluation at this time should so indicate.

   c. By November 1, 1970 only:

      (1) The formal rating for pay purposes for the school year 1970-71 is due November 1, 1970. Copies will be given to the staff member rated and to the Region Superintendent or appropriate division head.

      (2) As appropriate, follow-up conferences will be held with staff members who have been rated.

   d. Within the first two to six weeks of the second semester:

      (1) Conferences will be held with all administrators in schools or other situations.

      (2) Last semester's performances and this semester's expectations will be reviewed.

      (3) Review of the rating form and procedures to be followed will be held with those involved in the rating procedures.

e. No later than February 20:
The formal rating, but not for pay purposes, will be due. Copies will be given to the staff member rated and the Region Superintendent or appropriate division head.

f. June 1, 1971 (and thereafter, by June 1, 1972, for pay purposes 1972-1973):

(1) The formal rating, for pay purposes, for the school year 1971-72 will be due. Copies will be given to the staff member rated and the Region Superintendent or appropriate division head.

(2) As appropriate, follow-up conferences will be held with the staff members who have been rated.

(Agreement)

"Performance of Staff"

1. It is the responsibility of principals and central staff department heads to recommend appropriate adjustments in pay for subordinate staff members who fail to perform assigned duties, fail to be responsible for assigned pupils, fail to adhere to minimum hours of duty as provided by collective bargaining agreements, fail to adhere to scheduled building hours, or in any way fail to discharge assigned responsibilities and/or duties by reason of absence from the location of the assigned responsibilities and/or duties, or by reason of nonperformance at the location of the assigned responsibilities and/or duties.

2. Administrators have the responsibility to notify the Region Superintendent (or appropriate division head) and the Office of Personnel in the event that subordinates do not respond to remedial measures. Such notification should contain descriptions of the nature of the problem, corrective measures taken, and the subordinate's response to the corrective measures. These reports will be reviewed by the Region Superintendent (or appropriate division head) who will then consult with the Administrator to determine whether further action is indicated.

3. Administrators are expected to recommend disciplinary action, including immediate removal and/or discharge, for staff members whose actions contribute to the substantial interference or disruption of the educational process or learning opportunities of pupils. Examples include, but are not limited to, inciting pupils to disrupt the school, encouraging the delinquency of minors, racially biased behavior, gross insubordination, encouraging others to be insubordinate.

4. The rating of unsatisfactory teachers may occur at any time. Principals' recommendations for the transfer of unsatisfactory teachers will be considered in view of the nature and degree of unsatisfactory performance. Decisions with regard to transfers will be made as soon as possible considering the circumstances.

5. The Office of Personnel will note on Personnel Action Form #4301 if an unsatisfactory teacher has been reassigned on a trial basis. The principal may then request from the Office of Personnel information relating to the unsatisfactory rating in order to be better able to help the teacher.

(Agreement)

General Appendix #1

The development and continual updating of policy and procedures governing the selection, appointment, and evaluation of school supervisors is one of the most serious responsibilities a local school board must discharge. Without being unnecessarily formal and rigid, it is important that these policies and procedures be reasonably specific in detail and official. The Checklist that follows is one kind of instrument that can be used to check for the adequacy of a school board's policies and procedures. Such a checklist can be used profitably both by school board officials and by parent or other private educational groups to register evaluations of statements and practices of school boards for selecting and evaluating supervisors.

CHECKLIST FOR EVALUATION OF POLICY ST
PROCEDURES FOR SELECTION OF SCHOOL

Evaluator _____ District # _____
Date _____

I. General Provisions
- A. Policies are Written and Official----------
- B. Policies are Published----------
- C. Policies are Available to:
  - 1. Parents & Parent Groups----------
  - 2. Professional Staff----------
  - 3. Job Applicants----------
  - 4. Community Groups----------
  - 5. Central Board & Other Official Agencies----------
- D. Policy provides for Continuous Review of Procedures----------
- E. Policy defines Participatory Roles for:
  - 1. School Board----------
  - 2. Superintendent----------
  - 3. School Parents----------
  - 4. Non-Parent Community----------
  - 5. School Staff----------
  - 6. Expert Consultants----------
- F. Provides Guarantees of Necessary Confidentiality----------
- G. _____ ----------

II. Job Descriptions and Selection Criteria
- A. Provides for Development of Current Job Descriptions for Each Vacancy----------
- B. Provides for Standard District-wide Basic Job Descriptions----------
- C. Establishes Standard District-wide Basic Selection Criteria----------
- D. Insures that Selection Criteria Match Requirements of the Job Descriptions----------
- E. Job Descriptions and Selection Criteria are Officially Accepted by Board and Written----------
- F. Representative Committee of Professionals and Laymen Develop Job Descriptions and Selection Criteria----------
- G. _____ ----------

III. Vacancy Determinations
- A. Defines Existence of Vacancy----------
- B. Calls for Adequate Prior Notice from Resignee----------
- C. Provides for Fair Time Schedule to Activate Selection Process----------
- D. _____ ----------

FOR EVALUATION OF POLICY STATEMENTS AND
RES FOR SELECTION OF SCHOOL SUPERVISORS

_____

	REVIEW I					REVIEW II			
	A	B	C	D		A	B	C	D

CHECKLIST FOR EVALUATION OF POLICY S
PROCEDURES FOR SELECTION OF SCHOOL

Evaluator _____ District # _____
Date _____

IV. Parent and Community Participation
- A. Provides for Broad Representation----------
- B. Provides for Active Participation----------
- C. Rules well-defined for Selecting Parent Supervisory Selection Panels----------
- D. Provision for Continuous Liaison with CSB[1] and Superintendent----
- E. Provision for Necessary Technical Assistance----------
- F. Clear Procedural Rules for Activities of Parent Panels---------
- G. Provides for Maintaining Clear Complete Records of Parent Panel Activities----------
- H. Provision for Ratification by Entire Parent Body of Actions of Parent Panels----------
- I. _____ ----------

V. Public Notice and Recruitment
- A. Notice to School Board----------
- B. Notice to Parent Associations and City----------
- C. Notice to Professional Educators----------
- D. Provides Open Process of Recruitment Seeking a Diverse and Large Pool of Applicants----------
- E. Sets Minimum Number of Required Applicants----------
- F. Recognizes Binding CSA[2], etc. Contract, Central Board, N.Y. State, (and court) Conditions for Recruiting and Appointing Supervisors----------
- G. _____ ----------

VI. Reviewing Resumes and Interviewing
- A. Provides for Technical Evaluation of Resumes----------
- B. Provides for Formal Substantive Evaluation and Screening of Resumes----------
- C. Provides Objective System for Ranking Resumes in Order of Applicants Qualifications----------
- D. Establishes Fair, Formal, System for Interviewing Representative Basic Number of Most Highly Qualified Applicants---------
- E. Provides for Confirmation of Background Information Given by Candidates----------
- F. Provides for Necessary Professional Technical Assistance in Resume Reviews and Interviewing----------
- G. _____ ----------

[1]'CSB' stands for 'community school board'. [2]'CSA' stands for 'Council

KLIST FOR EVALUATION OF POLICY STATEMENTS AND
OCEDURES FOR SELECTION OF SCHOOL SUPERVISORS

trict # _____

	REVIEW I				REVIEW II			
	A	B	C	D	A	B	C	D
n----------								
n----------								
Parent Supervisory Selection								
----------								
with CSB[1] and Superintendent------								
Assistance----------								
ties of Parent Panels----------								
mplete Records of Parent								
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tire Parent Body of Actions								

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City----------								
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ract, Central Board, N.Y.								
r Recruiting and Appointing								

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of Resumes----------								
valuation and Screening of								
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king Resumes in Order of								
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for Interviewing Represent-								
y Qualified Applicants----------								
ground Information Given								
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al Technical Assistance in								

_____----------								

'. [2]'CSA' stands for 'Council of Supervisory Associations'.

CHECKLIST FOR EVALUATION OF POLICY STATEMENTS A
PROCEDURES FOR SELECTION OF SCHOOL SUPERVISOR

Evaluator _____ District # _____
Date _____

	A
VII. Appointment Procedures	
A. Formal Fair Method of Transmitting Records of Entire Selection Process to All Members of CSB	
B. Provision for Timely Notice of Final Selection to:	
1. Appointee	
2. Parent Association	
3. Public Communication Media	
4. Central Board & Chancellor	
5. All Unsuccessful Applicants	
C. Determination of Length and Special Conditions of Appointment	
D. Provides for Development of Suitable Employment Contract (If Applicable)	
E. Specifies Disciplinary and Grievance Policy of Board Regarding Supervisors	
F. Provides for Incentive Awards to Outstanding Supervisors (If Applicable)	
G. _____	
VIII. Non-Discriminatory Provisions	
A. Specific Policy Statement Against Discrimination in Appointments, on Basis of Race, Sex, Age, National Origin	
B. Provides for Affirmative Action Plan (If Applicable) to Increase Employment of Qualified Minorities	
C. Provides Special Policy to Increase Numbers of Qualified Puerto Rican and Other Spanish Origin Supervisors, to Improve Educational Opportunities for Spanish-speaking Students	
D. _____	
IX. On-the-Job Evaluation	
A. Provides Formal Fair System for Probationary Evaluation	
B. Provides Formal Fair System for Continuous Performance Evaluation After Probation	
C. Establishes Clear Fair Rules Governing Procedures and Membership of Supervisory Evaluation Committee	
D. Assures Necessary Professional Technical Support in Evaluation	
E. Provides for CSB and Superintendent Participation in All Evaluation	
F. Provides for Parent Participation in Supervisory Evaluation	
G. _____	

T FOR EVALUATION OF POLICY STATEMENTS AND
URES FOR SELECTION OF SCHOOL SUPERVISORS

t # _____

	REVIEW I				REVIEW II			
	A	B	C	D	A	B	C	D
ecords of Entire CSB----------								
Selection to: ----------								

Conditions of Appointment-----								
Employment Contract (If ----------								
Policy of Board Regarding ----------								
standing Supervisors (If ----------								
----------								
scrimination in Appoint-e National Origin----------								
(If Applicable) to horities----------								
Numbers of Qualified n Supervisors, to r Spanish-speaking ----------								
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ationary Evaluation----------								
inuous Performance Evalua- ----------								
g Procedures and Membership ----------								
cal Support in Evaluation----								
articipation in All ----------								
Supervisory Evaluation------- ----------								

CHECKLIST FOR EVALUATION OF PO
PROCEDURES FOR SELECTION OF

Evaluator _____ District # _____
Date _____

X. General Comments _____

_____

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_____

ECKLIST FOR EVALUATION OF POLICY STATEMENTS AND PROCEDURES FOR SELECTION OF SCHOOL SUPERVISORS

4.

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General Appendix #2

The outline which follows sets forth some of the principal aspects of policy and practice that should be taken into consideration as local school boards and the communities they represent develop or review policies and procedures for the selection and evaluation of school supervisors.

SELECTION OF SUPERVISORS

Guidelines for Community School Board Policies

I. General

All policies and procedures should be:

A. Written and officially adopted by CSB.

B. Published.

C. Made available to:

1) Parent groups.

2) Professional staff.

3) Applicants.

4) Interested community groups.

5) Central Board and other official bodies.

D. Continuously reviewed and revised periodically as well as when required by circumstances.

E. Simple and clear in defining roles in the Selection Process to be played by:

1) The Community School Board.

2) The District Superintendent.

3) The school parents.

4) Community organizations.

5) The school staff.

II. Selection Criteria and Job Descriptions

A. Develop standard, district-wide job descriptions for each supervisory position.

B. Provide for review before selection to determine if any special school conditions exist which necessitate changes in the standard job description.

C. Develop specific, job-related selection criteria for each position.

III. Vacancies

A. Define conditions under which a supervisory vacancy may be considered to exist. (Follow special circular 42 and its supplement.)

B. Require from supervisors adequate notice of retirement or resignation.

C. Establish rules for initiation and realistic scheduling of the selection process, with sufficient, built-in lead time and provision for deadline extensions.

IV. Parent Participation

A. Establish criteria for selection and composition of the Parent Screening Panel.

1) Procedures for insuring broadest representation of all parents and points of view.

2) Provision for community participation.

3) Provision for consultation with school staff.

4) Provision for utilization of outside technical resources.

B. Define role of parents and of Parent Screening Panel in:

1) Development of specific selection criteria for each individual school.

2) Process of selecting candidates.

C. Establish procedures for preparation of parents.

1) Briefing of entire parent body of school.

2) Provision of written guides to selection process.

3) Training workshops for Parent Screening Panel.

D. Establish requirements for approval of Parent Screening Panel's criteria by entire parent body and reconciliation of these criteria with district-wide criteria of community school board.

V. Public Notice of Selection Process

A. Establish standard and uniform procedures for public announcement of the vacancy and initiation of the selection process.

1) Formal notice to parent association.

2) Circularization in official publications.

3) Posting on headquarters, school and public bulletin boards.

4) Advertising in professional publications AND wide-circulation newspapers.

VI. Recruitment

A. Establish procedures for positive action to recruit candidates on basis of recommendations solicited from:

1) Parents.

2) Professional staff.

3) University faculty members.

B. Establish uniform policy on:

1) minimum number of candidates required for candidate pool before selection process may be considered valid.
2) interpretation of contract requirements of union agreements.

VII. Review of Resumes

A. Policy on preliminary screening to determine applicants to be interviewed. Use of established criteria as sole standard for elimination of applicants.

B. Procedures for checking credentials of finalists in selection process.

VII. Interviews

A. Establish interview procedures

1) To insure humane conditions and cordial interchange of information and attitudes between candidate and panel.
2) To insure all questions are reasonable, fair to applicant, and job-related.
3) To utilize, if possible, any community resources of technical expertise such as professional personnel interviewers, psychologists, etc.

VIII. Appointment

Establish uniform procedures for final selection, appointment and assignment, to include:

A. Timely action.

B. Suitable notification of:

1) Successful candidate.

2) Parent association.

3) Each unsuccessful applicant to(include expression of appreciation, summary of the process, and name of candidate appointed).

4) The press.

IX. Evaluation

A. Establish procedures for on-the-job evaluation of successful applicant within six months of assignment and annually thereafter (as required by Board of Education Circular No. 42).

B. Establish uniform policy on:

1) Action to be taken to bring probationary supervisor up to standard if found weak in certain areas.

2) Sanctions that may be imposed on supervisor should situation warrant.

3) Further options open to board, including dismissal, should evaluation reveal unsuitability for the job of assigned probationary supervisor.

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